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CONTINUING PROFESSIONAL EDUCATION FOR HOME ECONOMISTS

BY

ELINOR ELAINE BURWASH

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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submitted by ELINOR ELAINE BURWASH

in partial fulfilment of the requirements for the degree of MASTERS OF EDUCATION

in EDUCATIONAL ADMINISTRATION

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ABSTRACT

The purpose of this research was to determine the needs of Alberta Home Economics Association (AHEA) members for continuing professional education. The study was undertaken to facilitate the preparation of regulations relating to continuing professional education. The regulations will become effective in the near future when Alberta home economists become registered professionals through the Alberta Home Economics Association (AHEA).

The data was collected through a situation specific needs assessment. The questionnaire contained three sections: demographics, need - experience, and continuing professional education (CPE). The second section presented ninety-seven subject matter topics and respondents were asked to indicate both their experience and need levels with each topic. The last section, continuing professional education, sought respondents' perceptions on the current state of CPE for Home Economists in Alberta. Respondents were asked to express their preferences for future CPE arrangements.

The data were collected by mail from a randomly chosen sample of AHEA members. The findings were based on a 65 per cent return or 152 usable questionnaires. The resulting data were analyzed to determine

preferences and perceived needs for continuing professional education. Statistical treatment included frequencies and percentages. In addition chi-square tests were performed for significant differences. Correlational analysis and analysis of variance were used to determine other significant relationships within the data base.

The skills and knowledge areas which ranked highest in terms of means scores were considered to be of primary importance as topics for CPE programs in the near future. It was noted that generally as experience increased in a particular area so did expressed need for more knowledge in that subject area.

On the basis of the study's findings, a number of recommendations were made as to how agencies offering CPE could more effectively organize in order to meet CPE needs of Home Economics in Alberta.

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CHAPTER 1

INTRODUCTION

Education has long been recognized as a valuable tool in preparing individuals to assume active and productive roles in society. Universities have developed intensive pre-service programs designed to assist individuals in gaining professional entry-level skills and knowledge. However knowledge in all subject matter is increasing rapidly. Ours is a changing society where individuals and families are faced with a bewildering array of new information daily. In order for a Home Economist to remain current in her profession and able to be of value to her clients she must be continually updating her knowledge and skills. As a result continuing professional education (CPE) is vital for Home Economists who must become life-long learners if they are not already so inclined.

The Alberta Home Economics Association (AHEA) has been dedicated to increasing the professionalism of its members since its inception in 1935. Of particular interest are the association's attempts in the last fifteen years to achieve professional registration for members. The Alberta Home Economics Association has been instrumental in the preparation of legislation related to occupational groups in Alberta. Bill 57, Professional and Occupational Associations Registration Act was passed at the spring 1985 sitting of the Alberta Legislature. The

Alberta Home Economics Association intends to apply for registration under Bill 57. Provisons in the bill will allow the association to institute regulations governing continuing professional education, ie "14e - respecting continuing education of registered members" (Bill 57, 1985:8).

The Alberta Home Economics Association has been involved in providing some continuing professional education for its members. As a professionalizing occupation home economics is moving to become more involved in the provision of continuing professional education. Indeed the regulations accompanying professional registration will require mandatory continuing professional education. This study was undertaken in order to assist with identifying directions that continuing professional education for home economists might take in Alberta.

Purpose of the Study

The purpose of the study was to investigate the continuing professional educational needs of Home Economists who are members of the Alberta Home Economics Association.

In order to establish the systematic delivery of Continuing Professional Education to Home Economists it was necessary to ascertain their perceived level of need in subject matter areas and their preference for types and methods of delivery. Therefore the

took the form of a needs assessment by measuring perceptions of experience and need.

Research Questions

The following research questions were used to guide the study.

1. What are the characteristics, personal and professional of Alberta Home Economics Association members?
2. What are the perceptions of experience level and need for professional development in various professional skills?
3. What are the preferences for continuing professional education arrangements?
4. What are the perceptions of current arrangements for continuing professional education?
5. What are the perceptions regarding future responsibility for the components of continuing professional education in Alberta?
6. What are the relationships between personal and professional characteristics and perceptions of continuing professional education?

Research Sample

A research sample was chosen from amongst the members of the Alberta Home Economics Association members. The sample included half of the members of the Association chosen randomly. The needs assessment was mailed to 234 members along with a covering letter in early April 1985. The data were collected by mail. A follow-up letter was sent to all of the sample approximately one month after the mailing of the initial questionnaire. Data were collected between April and mid-June of 1985. One hundred fifty-two usable responses

were collected through the questonnaire. This represented a 65% return.

Data Analysis

The questionnaires were pre-coded to facilitate data processing. Data were coded on computer cards preparatory for analysis. The following types of analyses were used. The two hundred and eighty-three variables were subjected to frequency analysis. Means and standard deviations were compiled for questions 12 and 13 (experience and need) covering ninety-seven subject matter topics. Means were also obtained for the nine individual subject matter groups. Question 32 (distribution of responsibility for continuing professional education) and Question 33 (effectiveness of information sources) were also treated for means and standard deviations. Pearson correlation coefficients were obtained for Questions 12 and 13 (experience versus need). A chi-square analysis was performed between the following questions: Question 1 (membership in professional organizations) and Question 4 (training specialization); Questions 4 and 9 (training specialization and specialized area of current work); Questons 5 and 8 (age and current employment status); Questions 5 and 10, (age and primary employment function); Questions 3 and 10, (degree held and primary employment function); Questions 4 and 10 (training specialization and primary employment function). An analysis of variance was performed among three branches, Edmonton, Calgary and the others (this divided the responses into approximately thirds) and thirty-two other variables excluding those in the experience-need

category. Two new variables were created, overall need and overall experience. Analysis of variance was performed between these dependent variables and nine independent variables: organizations belonged to; branch of AHEA; degree attained; training specialization; age; experience; employment status; specialized area of current work; and primary employment function.

Significance

The field of practice known as Home Economics has been identified as that of a professionalizing occupation. Houle (1980) identifies professionalism as a dynamic concept. He characterizes a profession that is becoming as a professsionalizing occupation. Continuing professional education is a way to meet some of the goals of a professionalizing occupation and it is certainly an excellent way for professionals to maintain the quality of service to their clients.

For more than the last decade, Alberta Home Economists through the Alberta Home Economics Association, have been working towards registration as a professional body. It appears that this effort has finally come to fruition with the passing of an omnibus professional act by the Alberta Government. This act will provide exclusive right to title (Professional Home Economist) legislation for Home Economists as well as other groups. This means that the title is protected for only registered Home Economists to use.

When the act is proclaimed, it will be necessary for the Alberta

Home Economics Association to have in place regulations governing the profession. One area of these regulations will be respecting the establishment and operation by the Board (of the Alberta Home Economics Association) of a compulsory continuing education program fo professional home economists.

The proposed regulations suggest the following with regard to continuing education:

> 27. The Board shall establish as a condition for annual renewal of registration a requirement for continuing professional education.
> 28. Members may accumulate points over a three-year period, the number required for registration renewal to be determined by the Practice Review Committee.
> 29. Establishment of criteria for acceptable continuing education activities shall be the responsibility of the Practice Review Committee.
> 30. Continuing education activities shall be assigned a point value by the Registration Committee based on criteria established by the Practice Review Committee.
> 31. A list of acceptable activities and the assigned point value shall be available on request from the Registrar.
> 32. Members may submit an application to the Registrar for assessment of an activity not listed.
> 33. The record of a member who does not accumulate the required number of points within a three year period may be referred to the Discipline Committee for review. (Proposed Regulations AHEA 1984)

In addition, the constitution of the Alberta Home Economics Association in Article II states, in part, that the purpose of the Alberta Home Economics Association shall be: (1.) To promote high professional standards through continuing education and professional development in home economics."

The study is undertaken at this time because of the recent proclamation of a professional omnibus act and regulations governing

the practice of the field of Home Economics in Alberta being imminent. There is a compulsory aspect for continuing professional education. Continuing professional education is mandated in an effort to maintain a high standard in the quality of practitioners. This is a recognized method of ensuring that the clients of professional practioners wil receive a quality service. The mandatory aspect of continuing professional education suggests the need for a formal delivery system for the same.

Conceptual Framework

Continuing professional education, in order to be effective, must be related to the practice of Home Economics. The practice of Home Economics (as adopted in principle by the membership at the 1982 Alberta Home Economists Association annual meeting) indicates:

> the integration and application of physical and social science principles for the purpose of enhancing the quality of peoples daily lives, and without restricting the generality of the foregoing, includes advising individuals, families and organizations, disseminating information, planning, conducting and evaluating educational programs, and conducting research related to: (1) knowledge and skills required for satisfying basic needs for food, clothing ,shelter and human relationships; (2) consumer goods and services; (3) management of individual and family resources; and (4) public and private sector policies and programs affecting the well-being of individuals and families (AHEA Constitution 1984).

How individual Home Economists interpret that practice might vary greatly. Members of a profession may be thought of as collectively holding the required norms, values and beliefs to a degree which ensures that they behave in a manner that is unique to their occupation. Such unique behaviour is recognized by other Home

Economists and is perceived by society at large as a Home Economist's professional role. An individual Home Economist's perceptions assign personal meaning to the dimensions of her profession.

The elements of the profession of Home Economics are "loosely coupled" (Weick, 1982) because of the variety of facets of home economics. While this certainly makes it difficult to co-ordinate and order continuing professional education for home economists, it has advantages to the clients. "Loosely coupled systems preserve novelty, so they are good reservoirs of flexibility. Loosely coupled systems can also adapt to small changes in an environment, especially when that environment is diverse and segmented" (Weick, 1982:674).

A consideration of a continuing professional education plan for Home Economists must take into account the myriad of actual job situations that Home Economists hold. A study prepared for the American Home Economics Association listed the following areas of employment for home economists: education, business, extension, non-profit organizations, government, industry and self-employment. This illustrates the variety of job situations that home economists might hold.

The framework now has two dimensions, however there are other factors to be considered. One is that of the career cycle. Osborn and Lewis (1983) suggest that the life plan is no longer linear but that now there exists a cyclic life plan allowing women to

redistribute their career activities.

An individual who has just completed preservice education and is at the entry level of the profession would require a different approach to continuing professional education than that of one who is at the mid-career stage. The ages of both these individuals may vary from the norm. Individuals may move in and out of the career line due to child rearing; as well, an individual could conceivably move to an administrative position resulting in a need for new skills, or move to a new career. All of these factors would influence the kind of continuing professional education needed.

The size of the community in which the home economist lives and the location in the province will affect the planning and delivery of continuing professional education in Alberta. This will be facilitated in that the Alberta Home Economics Association is presently divided into six regional branches.

An examination of the three major dimensions affecting the type of continuing professional education that a home economist might need will provide information in planning that continuing professional education. The fact that the continuing professional education will be mandatory will provide a strong motivation. However "...the extent of the desire of an individual to learn ultimately controls the amount and kind of education he or she undertakes" (Houle, 1980:124). That may not be enough to encourage a rate of participation which makes the

offerings economically feasible and/or help to make participation a useful learning experience for the individual.

Houle, in a 1980 consideration of continuing professional education, examines the work of numerous researchers into participation. Three broad categories are suggested: goal-oriented, activity-oriented and learning-oriented. Houle (1980:129) citing a study by Berg concluded that the "chief differentiating factor associated with current participation was that the habit of learning had become deeply ingrained in the participants." However strong the motivation may be for participation in continuing professional education there are also barriers to learning. Again Houle brings together a number of studies in this area. The barriers identified and reported by Houle (1980) can be organized into three categories: situational (related to cost, responsibilities and transportation); institutional (the timing, the place of delivery, the subject content); and dispositional factors (the individual's self-concept).

In summary, the major dimensions of the conceptual framework are: (1) the type of occupational position held; (2) the subject matter specialization in pre-service education; and (3) the stage of the career cycle in relation to the perceived need for continuing professional education. In addition the effect of the geographic location of respondents on their preferences for continuing professional education, and the barriers to participation will be examined.

Assumptions

The study assumed that the respondents in the selected sample of Home Economists were able to give a valid estimation of their needs for continuing professional education. A second assumption was that the respondents were willing to participate and that they gave careful and serious consideration to the questions that were asked. It was assumed that the questionnaire was a valid and reliable method for gathering empirical data regarding individuals' perceptions of their experience and needs in subject matter areas for continuing professional education.

Delimitations

A delimitation of the study was that it only dealt with a population of Home Economists all of whom were members of the Alberta Home Economics Assocation.

A second delimitation was the time frame within which the study was conducted, April to June of 1985

Limitations

The limitations in this study were inherent in the methods employed in gathering perceptions. The absolute validity of the mailed questionnaire technique as a method of needs assessment has not

been determined. Generalizations drawn from this study were limited to those Home Economists who practice in Alberta.

Instrument Development

The data required for answering the research questions were collected by means of an instrument prepared specifically for this application. In order to develop the instrument, it was necessary to attempt to answer the following preliminary question: What tasks are home economists in Alberta involved in? Initially the research literature was searched for a comprehensive description of what a Home Economist's tasks might be be. Because home economics is such a multi-faceted profession, no single description could be found. Further an instrument that could exactly fit the need of this study was not located.

The instrument was designed to be as comphrensive as possible. It was designed to collect information on Home Economists' perceptions of their experience in specific subject matter topics as well as their need for continuing professional education in those same topic areas. This was in order to establish a measure of that need to assist planners in the development and delivery of appropriate continuing professional education programs to Home Economists in Alberta.

The review of the research literature provided a rationale for the development of three distinct categories within the survey

instrument. The first category sought demographic information. In its final form the "personal data" section of the questionnaire included eleven questions. The second section was designed to gather the respondents' perceptions of both their experience with and need for continuing professional education in home economics subject matter areas. The third section dealt with topics relating directly to the repondents' perceptions of current continuing professional education offerings and their preferences for delivery of continuing professional education in the future. Barriers to participation were examined in order to assist with the establishment of preferences.

A review of the literature was undertaken in order to develop a profile of the tasks that home economists undertake in Alberta . No comprehensive statement existed respecting the nature of all jobs undertaken by home economists. Indeed it would be impossible to list all the jobs here that home economists actually find their way into. Therefore it was necessary to rely on the disciplines within home economics plus some larger areas where home economists find employment to develop a profile that could be used for the purposes of this study.

Pilot test . Prior to it's use in the study the survey instrument was circulated to the following individuals for their reactions in order to ascertain its face and content validity. All are Home Economists, one having attained Masters standing and one Doctoral standing.

- a Home Economist with a specialization in Family, and with a private business marketing background
- a Home Economist with nutrition training, and long experience with the professional organizatons, employed by government
- a Home Economics teacher with a background in Dietetics
- a Home Economist with considerable background in Family and administration
- a Home Economist in extension work with a management position
- a Home Economist in extension work with a management position
- a Home Economist with considerable experience in Home Management

Changes were made as a result of the input of these Home Economists. The format of one particular question was judged ambigious by those who pilot tested the questonnaire and it was changed. Several additional changes were made to the wording and format on the advice of the thesis advisor.

Comments made by respondents on the instrument suggested that the items covered a reasonably complete range of Home Economics skill and knowledge areas. No one indicated any concern with the response scales in the experience-need area. It was concluded that the instrument appeared to possess content validity in terms of both individual items and the scales used.

Overview of Report

Chapter 1 has introduced and provided the background to the study. Chapter 2 will explore the literature related to Home Economics as a field of study. It will consider Home Economics as a profession and look at the relationship of a profession to continuing professional education. Chapters 3 and 4 will consider in detail the

findings of the study and discuss the implications of those findings. Finally Chapter 5 will make recommendations for future practice based on the findings of the study.

CHAPTER 2

LITERATURE REVIEW

Introduction

A review of relevant literature was undertaken to provide background for the researcher before undertaking the study. There are three main areas to be explored in this review. The first is home economics as a field of practice. This is followed by a discussion of the tenets of professionalism as they relate to home economics. The third is the field of continuing professional education including motivation. The review will then consider needs assessment, specific instrument development and program development.

Home Economics as a Field of Practice

Consideration of the needs of Home Economists for continuing professional education must begin with an attempt to determine what home economists do and should be able to do. One simple answer does not exist. The 4th Lake Placid Conference, September 16-20, 1902 (Bannerman 1981:5) stated that :

> Home Economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being, and is the study especially of the relation between these two factors. (Bannerman 1981:5)

Flossie M. Byrd as cited in Bannerman (1980:5) clarifies the previous definition saying that:

> Home Economics is the study of human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind.

A University of Alberta report cited by Bannerman (1980:3) relates the previous academic view of the field to the actual practice of home economics. Defining the field as:

> ....a study of the laws, conditions, principles and ideals concerned with people's immediate physical environment and their nature as social beings, and especially the relationship between the two for the purpose of improving the quality of people's daily lives.

Bannerman (1980:3) goes on to state that the latter definition was adopted by the School of Home Economics, University of Alberta in 1975. The report went on to provide parameters for the study of Home Economics:

> ....a closer scrutiny reveals that the reference to daily living is within the context of the near physical environment; and that is, for most people for most of their lives, a familiar-type unit. This important distinction serves to limit the parameters of involvement and, in so doing, brings the role of home economics into a more realistic frame of reference.

Doris Badir, current Dean of the Faculty of Home Economics, University of Alberta, suggests the following framework for Home Economics in Bannerman (1980:5)

> The definition of home economics as problem solving for daily living is a statement of philosophy. It is based on a generally-accepted assumption that finding satisfying solutions to the basic needs of food, clothing, shelter and one's innate desire for healthy, happy human relationships will improve one's overall quality of life; and it implies that home economics professionals are helpers in this problem-solving process. In addition to stating a philosophy, the definition also delineates as area of study or a discipline. It provides a rationale for placing under one faculty the diverse courses and programs which exist today. Training which includes a broad sampling of

subject area results in professionals who can relate to family problem solving in a total way.

Home economics as a field of practice is not easily defined. Dr Theodore Blegen (1955:479-82) says: "the potential of home economics is virtually without limit...no problem in home economics is not a strand in the social web of our life". Tate (1961:46) says: "the breadth of the field of home economics emphasizes its importance". She goes on to say that: "the field of home economics embraces eleven separate but interrelated fields, namely foods, nutrition, clothing, textiles, applied art, housing, household equipment, home management, family economics, child development and family relations" (Tate,1961:46).

Brown and Paolucci undertook the task of defining home economics by way of a philosophical analysis in a 1978 study. A number of study groups were convened with a mandate to define home economics. The assumptions they made was that the definition must both "...(a) have its roots in the history of home economics and (b) be a reasoned presentation of what home economics ought to be if it is intellectually and morally defensible" (Brown, 1978:v). In this study two basic ideas were developed, namely: "that home economics is a profession and that it is a practical science concerned with the home and family" (Brown 1978:v).

Professionalism

Professions have been with us for centuries. The debate of what is and what is not a profession or what characteristics define a

profession is also not new. Home economics is considered by its members to be a profession. A portion of this review is devoted to the consideration of Home Economics as a profession especially as a profession relates to continuing professional education.

Cyril Houle states that "...the dynamic concept of professionalization requires the broadening of the present goals of continuing education." He goes on to suggest fourteen characteristics associated broadly with the professionalization process as the bases for such goals" (Houle,1980:34).

The conceptual characteristic - Houle views "... the first and most dominant characteristic is that as many members as possible of a professionalizing vocation should be concerned with clarifying its defining function or functions" (Houle,1980:35). This characteristic certainly relates very clearly to home economics. The dialogue has been going on since at least 1902 when the Lake Placid definition was struck. In 1980 the definition was considered at the Marjorie Brown Symposium held in St. Paul Minnesota. Liz Dowdeswell, current president of the Canadian Home Economics Association, states in the fall-'84 issue of the Canadian Home Economics Journal that her concept of the profession is one that cares and helps. The discussion is current and recurring.

The second, third and fourth characteristics are related: mastery of theoretical knowledge, capacity to solve problems and use of

practical knowledge (Houle,1980). Cogan concurs as he defines a profession as a vocation in which its members believe that its "...practice is founded on an understanding of the theoretical structure in some department of learning or science and upon the abilities which accompany such understanding" (Cogan, 1953:48-9). The mastery of theoretical knowledge is evident in that a home economist in Alberta may only call herself that after graduation from a four-year Bachelor of Science degree from the Faculty of Home Economics specializing in one of Clothing and Textiles, Foods and Nutrition or Family Studies. The individual's capacity to solve problems is developed in pre-service education partially through the method of field-work known as the practicum.

Home economics is a field where the application of theoretical knowledge to pracitical end uses is dominant. The individual practitioner's ability to maintain employment depends on her facility with applied theory. Clients of the home economist rely on her to provide practical solutions for problems that develop in everyday life situations. Very visible examples of this application are radio broadcasts. One is made by a home economist with Alberta Consumer and Corporate Affairs providing information to help a consumer make wise consumption decisions. Another is the broadcast by Northwestern Utilities' home economists. Daily, these women answer client questions in regard to the concerns of homemaking.

Houle identifies the fifth characteristic as self-enhancement.

He suggests "... that the practitioners of a vocation should ... seek new personal dimensions of knowledge, skill and sensitiveness by the arduous study of topics not directly related to their profession" (Houle,1980:47). This can be illustrated by the number of individuals whose baccalaureate degree is in home economics and who have gone on to widen their horizons by pursuing studies in law, business administration, adult education, educational administration and fine arts.

Houle identifies the formal training associated with a profession as his sixth characteristic of professionalizing occupation. Home economics encompasses a body of knowledge. That body of knowledge is constantly being updated through research to provide knowledge in the subject content areas. Home economists then use this knowledge to help their clients meet needs arising out of the growing complexities of daily living.

The seventh characteristic - that of credentials, the 9th - legal reinforcement, the 11th and 12th - ethical practice and penalities, respectively, are being dealt with in Alberta through the vehicle of a government omnibus bill. This act will be reinforced with regulations governing the field of practice. Cogan (1953:48-9) defines these characteristics "...as that of being regulated by a formal organization which has as its concern the welfare of society as well as of members".

The eighth characteristic of professionalization is that the vocation should nurture for its members a sub-culture with distinctive attributes..." (Houle, 1980:57). Cogan clarifies this characteristic by saying that "...it involves special relationships of identification, affiliation and loyalty among the members who practice it" (Cogan,1953:48-9). This characteristic is the most tenuous in the field of home economics due in part to the variety of positions that home economists undertake following graduation. When one individual identifies another as a home economist, there is a sense of a common bond. This is a very subjective perception however, and difficult to document.

Houle (1980:61) characterizes public acceptance as important in "...that the general public should be encouraged to become aware of the lofty character of the work done by the practitioners of the vocation"(Houle 1980:61). A public perception that home economists "cook and sew" has been detrimental to the profession in that it has excluded practitioners from a variety of positions that they could fill extremely effectively. Where that barrier has been overcome, employers have found that individual home economists are very competent and, as a result, acceptance has grown.

"A thirteenth characteristic is that the relationship of the work of the vocation's practitioners and that of the members of allied occupations should be clearly established and maintained in practice"(Houle, 1980:67). Evidence of the commitment of home

economists to the precept is detailed in the Alberta Home Economics Code of Ethics, Item 2 states: "A member of the Alberta Home Economics Association will cooperate with other organizations throughout the world whose aim is the welfare of homes, families and community". Item 3: "A member of the Alberta Home Economics Association will practice only in those fields of professional Home Economics in which he/she is qualified" (Alberta Home Economics Association, 1978:A13).

The fourteenth characteristic suggested by Houle concerns the practitioner's relationship to those who use their services. Again the Code of Ethics addresses this. Item 7 states that "... a member of the Alberta Home Economics Association will provide competent and responsible service to the best of his/her knowledge on behalf of employer, clientele and the community at large" (Alberta Home Economics Association, 1978:A13). Cogan (1953:48-9) agrees saying of a profession that: "...its primary ethical principle is that it has a duty to offer its unique service for the welfare of the client and society." Marjorie Brown, speaking at a symposium which looked critically at the professional practice of home economists, suggests the benefits of the service home economists give.

> First, that the professional acts we perform are presumably for the good of society, otherwise society has very little need or use for us. Second, in making a claim to provide service to society, we also claim to come as competent people, that is, being professional we are professionally competent. And to be professionally competent, means that we come, therefore, with certain knowledge and certain skills. And this knowledge is not only about what it is that we practice; it is the knowledge of

> human beings, of people, if we are in a personal service profession. Our knowledge also includes an everyday kind of knowledge, a common sense kind of knowledge which we get just from everyday experience in the world. We are not always conscious of this kind of knowledge. It consists of beliefs we have adopted from the society in which we have interacted for some length of time. But we come not only with knowledge and skills, a third claim we make as professionals is that we will not use this knowledge and skill in any unethical way, that we perfom what we do in an ethical manner, that whatever is done is done for the good of the persons whom we serve, not especially for our own good. It may also be done for the good of society. Fourth, a part of our claim as a professional involves the notion that we have some autonomy as persons. This means that we are able to reflect upon action (it doesn't always have to take forever) and then act professionally out of our own knowledgeable, considered judgment about what is good to do, what is appropriate to do under the circumstances (Brown 1980:34).

Houle says that

> "...each vocation wishing to professionalize itself must try to elevate its dignity and maintain its integrity by the use of precept and practice, by the positive force of education and the negative force of self-regulation, by open and free discussion, and by a full opportunity to scrutinize the principles that govern practice (Houle, 1980:74).

Cogan (1953:48-9) states that "...the expectation of society is that a vocation must satisfy its system of beliefs to be classed as a profession" .

Evidence to support home economics as a professionalizing occupation has been shown. Ways of extending that aim through the development of continuing professional education is explored in this study.

Continuing Professional Education

If continuing professional education is vital to the maintenance

of a viable profession in the 1980's then it is also vital to an individual practitioner. The knowledge of the world multiplies at an ever increasing rate. In order to remain relevant and of use to their clients home economists must become life-long learners if they are not already so inclined.

Continued education "...implies some form of learning that advances from a previously established level of accomplishment to extend and amplify knowledge, sensitiveness, or skill" (Houle,1980:77). Ideal standards for continuing education will be that it is effective and efficient. These criteria can and will be applied by both providers and participants. Before any comprehensive plan for continuing professional education is developed, consideration of a variety of elements should be undertaken in order to ultimately meet the above criteria.

Motivation

Motivation to participate in continuing professional education varies widely amongst adult learners. Lauffer suggests that the rewards to human service personnel for participation may be extrinsic or intrinsic: "While extrinsic rewards may be the initial motivators, these may take on less relevance as the instructional process unfolds" (Lauffer, 1978:200). Houle (1980:106) suggests three broad categories of "...stimuli to learning inherent in the practice of a vocation: opportunity (such as increased income), a threat (such as a crisis of

self-identification) or most frequently, as a challenge combining both opportunity and threat (such as the need to discover the best soluton to...a problem)." The problem oriented information search is characterized by Houle (1980:107) "...as the most significant stimulus for continuing education throughout the whole course of an active career".

There are other stimuli encouraging the individual professional to seek continuing education. One is change, "...everyone must expect constant change and with it new goals to be achieved and new understanding and skill to be mastered" (Houle,1980:75).

Throughout the career of an individual, changes in job level or organization may be a motivator for continuing professional education. "Whenever any shift in the career line occurs, it provides an incentive for formal or informal continuing education to which the individual must respond" (Houle,1980:103). The shift might also be back into the work force or from that of an active professional to a facilitating professional (one teaching others). Another area of stimulus could result from the informal network of the individual. "The influence of informal professional association as it operates with the customary expectations imposed by the general professonalization process can lead to greatly improved learning benefits..." (Houle, 1980:111). The motivation in this instance may be greatly enhanced by both role models within the profession and the actions of mentors. The sense of responsibility an individual member

of a profession has towards being a role model is yet another variation on this theme.

A last motivation, intrinsic by nature, is the individual's own orientaton to learning. If one has a positive attitude towards learning, has been engaged in education on a recurring basis, then he or she is exhibiting characteristics of a life-long learner which will increase the likelihood of his or her future participation in continuing professional education.

Needs for continuing professional education and benefits of it may be viewed quite differently by the individuals who undertake it and by society-at-large or those segments of society which become a profession's clientele. The personal needs have been discussed under motivation. Societal pressures upon a profession have arisen for a variety of reasons. The most direct form of the pressure has been criticism and as the structure of society has become more complex the criticisms have become stronger.

Schien (1972:33) states "...the criticisms of the professions have been articulated from three basically different perspectives: the perspective of society...; the perspective of the profession itself...; and the perspective of the student who intends to pursue a professional career...". Houle is more specific in suggesting sources of criticisms. He lists four sources of pressure which have implications for continuing professional education. He catagorizes

them as follows: "...attacks on a profession by its members, consumer concern, mass media interest and concern, and government decisions and judgments..." (Houle, 1980:295-300). Schien (1972:34) goes on to suggest two categories that the criticisms of society fall into "...the professions are seen as insufficiently responsive to some new social problems that have been identified, and the professions are seen as failing to take advantage of all the knowledge available to them." Other literature suggests that the public is becoming more articulate in their expectations of professional bodies. Continuing education is a vehicle with which professional groups can relate the actual practice of their profession with the moral and social issues connected to that practice.

Vocal consumer demand upon the professions began in the 1960's as a part of the consumerism phenomenon. Investigative journalism is another phenomenon that has had impact on the professions. "While the media have been eager to report positive breakthroughs in the work of various professions...the general tone of much reporting has been increasingly negative" (Houle ,1980:299). Legislative decisions and government judgments does not necessarily result in direct regulation of professions. They may include indirect regulation. For example consumer legislation may well affect the practice of home economics. Legal judgments such as malpractice suits may also serve to regulate professions. Houle advances the argument that these pressures often stimulated action by concerned professionals in the form of continuing professional education which ultimately results in affecting the

quality of service provided to the various publics served (Houle 1980:300).

A study of related literature identifies three areas of a professional's practice, they are: professional, personal, and social. Houle (1980:74) suggests that continuing professional education should "...ensure the establishment and maintenance of ethical, intellectual, and social standards in a professionalizing occupation...." Continuing professional education could then include knowledge, skills, and attitude as individual components.

In the personal component the need for the well-rounded education of the individual rather than just the technical orientation of continuing professional education is identified. Houle (1980:49) reinforces this thought by saying that "...it is important not to neglect general education in favor of professional education. Development of a variety of interests will enhance professonal life and provide new insights into work...."

The development of social responsibility is the last component of continuing professional education. By definition, a profession is said to be responsible, but to whom and about what is the profession responsible? Houle addresses these questions in the two characteristics of a professionalizing occupation which he identifies as ethical practice, and relations to users of the service. Houle (1980:63) says that continued professional education should

"...provide settings in which ethical issues and their practical applications can be debated and discussed". He suggests that "...the understanding of complex relationships between practitioners and users of service can usually be acquired only during the practice of a profession" (Houle,1980: 72). This leads to the conclusion that the area of social responsibility is largely the province of continuing professional education rather than that of pre-service education.

Houle (1980:86) in describing an emerging model, suggests that continuing professional education can be categorized into four types: "...maintenance and modernization, preparatory to change, induction into new responsibilities and refresher". Berlin (1983:124) notes that continuing professional education in order to be valid must be useful. He says that any continuing professional education effort must be percieved by professionals "...to be useful and important both personally and professionally".

Needs Assessment

The basic belief in the importance of assessing educational needs and then taking those needs into consideration when planning educational programs has been with us for many years. Hake (1983:4) asserts that: "The history of adult education could be regarded as organized responses to the educational needs of adult members of the community". He goes on to say that: "needs research turns on appropriate methods for assessing not only existing needs for services, but also levels of future needs and the resources required

to meet those needs" (Hake, 1983:6). Lawson as cited in Hake (1983:15) argues that: "...a needs-meeting approach seems initially to offer... the orgnizer the professional authority which he needs to decide on priorities and to dispose of scarce educational resources more effectively."

People's needs are complex and interact with one another. Need is the recognition by an individual of a reason to seek and participate in an educational endeavour. Of interest to the researcher was the examination of how individuals perceive need. Those offering continuing professional education could be better equipped to meet needs if they could understand how needs are first perceived, what motivations induce need, and how individuals come to recognize and report their personal needs.

Griffiths as cited in Pennington (1980:2) states that: "there is a danger that continuing education practitioners, not always self-analytical, may assume that the needs they identify emerge directly from factual descriptions". Pennington (1980:3) himself states that "value judgements are unavoidable in educational needs assessments. He goes on to cite Argyris and Schon as suggesting: "...an approach to ongoing needs assessment that entails comparisons between espoused theory and theory-in-use" (Pennington, 1983:3). This approach involves questioning the values and assumptions involved with needs assessment.

Pennington (1980:3) says that: "needs assessment is a term that has been used to describe a process with at least three purposes, including analyzing clientele, identifying topics, and specifying areas of need". He goes on to assert that: "effective needs assessment studies are rational responses to identified problems, designed to suggest alternative solutions to those problems and to provide requisite information, so that action decisions can be made" (Pennington,1980:3).

Several characteristics of needs assessments are identified by Pennington (1980:10). The first is that needs assessments employ a systematic method of collecting data from persons who can be or are affected by the problem being examined. A second characteristic is that needs assessments are continuous, or should be as educational needs change fairly rapidly. Needs assessments can vary greatly in scope and cost. They can be subjective and objective and may take the form of interview or questionnaire. Pennington (1980:10) goes on to state that: "a pervasive characteristic of most needs assessments resulting in effective action is the involvement of potential participants, community groups and educators as partners in decision making". Finally Pennington (1980:10) says that: "a needs assessment is a transitional process from the present to the future".

Researchers seem to agree that the quality of needs assessments vary greatly, and their reliability can be questioned. However they continue to be used as methods for identifying adult educational

needs. It appears that in the absence of a more exact method of measurement they may serve if subjected to exacting standards. As well it is valuable to question the assumptions underlying the concepts that motivate the undertaking of a needs assessment to make sure that they are free from self-serving needs.

Two basic methods of conducting a needs assessment seem to be most applicable to the needs assessment. They are the questionnaire and the interview. The questonnaire will be considered first. Best (1959:143) says that: "perhaps most criticism has been directed at its misuse rather than its use". Therefore the pros and cons of the questionnaire were carefully investigated. The following material discusses the relative advantages and disadvantages which were considered before designing the survey instrument. One such list of advantages was identified by Orlich (1978:47).

The questionnaire format is of relatively low cost and fairly simple to administer. The questionnaire format generally guarantees a greater anonyimity for the respondent. As well the time the respondent must devote to answering the questionnaire is usually low. A questionnaire allows the respondent to reply as convenient to themselves. This contributes to less pressure on the respondent. The questionnire format tends to result in uniform answers providing information which is easily recorded, analyzed and tabulated. A questionnaire allows the researcher the time to develop the structure very carefully in order to provide precise answers to the research

questions. Finally the questionnaire format allows the possibility of greater validity within the instrument.

There are some disadvantages in using a questionnaire format. There may be a large number of non-returns. The length of the questionnaire may be a problem. Incompleteness of both the questionnaire and the questions may be a concern. Structuring prior to delivery can be difficult and the structure may limit the flexibility of obtaining answers. The quality of responses are sometimes difficult to govern. Two other problems that are associated with questionnaires are that there is little control over the respondent and that a questionnaire format lacks organic qualilties. A primary concern in developing the questionnaire format is to compile a structure that the variety of respondents would be more likely to complete and return.

The interview is the second method of obtaining information for the needs assessment through the direct method of asking respondents. Again Orlich (1978:8) provides a list of advantages and disadvantages. A most important advantage is the personal contact which the researcher has with the respondents. It is possible to clarify questions immediately and to understand the respondent's feelings. The interview format allows discussion about problems and allows the repondent the greatest opportunity for free expression. The interviewer may clarify questions as well as have an opportunity to observe and record non-verbal behaviours. It is possible to encourage

a high rate of participation because of the personal contact and it may be a way of validating a mailed survey.

There are however some substantial drawbacks with the interview method. The interview is more expensive and time consuming than the questionnaire. The number of individuals who it is possible to interview may be a limiting factor. In addition both the interviewer and repondent may introduce bias into the questions and answers. The respondent may not answer truthfully.

For the purposes of this study the advantages of the questionnaire outweighted that of the interview. Therefore a questionnaire was used as the survey instrument for the needs assessment. Previous research surveys with home economists as subjects were sought as background material to assist in the development of a questionnaire. A survey instrument was needed for this applicaton which would be comphrensive in subject matter relating to home economists.

Miller (1984:44) in surveying extension home economists and their clients in Michigan utilized several questions to gain descriptive information about the women and their situation. These questions included one on age, to be able to gain information about where the respondent was in her life and career cycles. Also included was a question on formal organizations belonged to. Some suggestions on barriers were gleaned from this study. They included lack of time,

offerings irrelevant, respondent satisfied with the present level of knowledge, the form continuing professional education was offered in was not desirable. These ideas were incorporated into the continuing professional education questionnaire developed for this study. The barriers were utilized in a positive format in place of the negative one that the word barriers implies.

A survey was conducted in Florida (Hein ,1973:30) which had home economics subject matter as its focus. This survey suggested a relationship between competence in subject matter and educational preparation as well as work experience and other personal characteristics. Hein's questionnaire was organized into three sections: personal descriptive data; willingness or unwillingness to participate; and willingness related to existing conditions and back-up services.

Private business leaders who employed home economists were surveyed by Dunn (1969:34-37). The demographics collected in this survey included: job title, type of degree, years of work experience, and professional activities. This survey suggested some topics for inclusion in the subject matter area i.e., computers , marketing, evaluation techniques, management principles and decision making.

Kanter (1977) suggested the following subject area skills: decision making, critical thinking, and problem solving. In addition the report suggested: financial management skills, networking skills,

negotiating skills, and the development of a historical perspective on home economics.

"An Assessment of Continuing Education Needs of Dietitians" (Burkeholder et al., 1984:132-36) utilized a questionnaire consisting of three parts which asked for: employment information, respondents' preferences in regard to continuing professional education activities, and respondents' assessments of their needs in subject matter areas. In their questionnaire they listed ninety-three subject matter areas. These areas provided a number of suggestions to use in several subject matter areas for the instrument being developed. The areas were managerial effectiveness and efficiency, performance appraisals, leadership effectiveness, group dynamics, computers as management tools, food marketing and purchasing trends, principles of decision making, new foods and food products, nutritional implications in aging, nutrition in pregnancy and lactation, nutritional needs of the athlete, adult education concepts and principles, assertiveness training, speaking before live audiences, the politics of food - domestic and world dimensions, written proposal for funded projects; the research process and writing for publications.

A study by Crossno (1975:77-78) provided rationale for including the following information in the demographic portion of the questionnaire: present job category, years of experience, highest degree obtained, and area of specialization.

A paper on the training of home economists for rural development (FAO,Paper 36) suggested some areas of subject matter for inclusion in the questionnaire. They were women's issues related to community development, the process of adult education, problems and methods of adult education, the communication process, motivation techniques, the process of human development, consumer rights and the national economy.

In order to obtain a profile of employed home economists, an American Home Economics Association study (1983) asked for information similiar to the Crossno study. Hein's (1982) study also confirmed the demographics asked for in the other two studies. The Hein study proved to be most useful in suggesting categories of skills and knowledge in home economics subject matter. The categories were: textiles and clothing, management and family economics, child and family development, housing and home furnishings, food and nutrition. Within each of these five areas there was a list of between seventeen and twenty-three subject matter topics. These topics were used to help determine the individual subject matter topics included in the survey instrument.

Andrews (1979:16) in a survey asked the respondents what information they needed to plan their program in vocational education. In addition the respondents were asked questions about the individual's employment situation and the area of the state in which the position was located.

Brock's (1982) survey instrument on the inservice needs of home economics teachers provided some suggestions for questions that were applicable to the instrument being prepared. They included: are present inservice programs meeting your need, how much time would you be willing to spend attending inservice programs in a year, did you attend as many inservice programs as you would have liked in the past year. These questions were helpful in composing the third portion of the survey instrument "continuing professional education information". In addition Brock's survey instrument provided a model for the scales used in the experience-need portion of the instrument.

Program Development

The design of any continuing professional education program, if it is to fulfill the requirement of being useful and important to the individual should consider several factors. The design should be considered in the context of what has gone before in the way of offerings of continuing professional education. A second consideration which complicates the first is that an individual's background should be considered. Houle says that "...every member of a profession has a distinctive style of life-long learning influenced by an individual background, a unique combination of character traits, and the special circumstances of his or her immediate environment, including stimuli provided by people and institutions who seek to advance continued education" (Houle 1980:77). A third factor upon which the design of a continuing professional education program

depends is that of the common identity of the practitioners. That may seem redundant to mention, however it influences what material and at what level the material is offered, this will affect the perceived usefulness of the educational experience to the individual. For example, in the home eonomics field, a concern develops when someone from outside the discipline shares information pertinent to home economics subject matter. Often there is evidence of a lack of knowledge of the common identity and thus the material is not presented at a level that provides a meaningful learning experience for the individual home economist.

Houle has noted three trends which may affect the types of continuing professional education developed and how it is delivered. The first is that people are entering professions later in life. An adult student will have developed an independent style of learning. Houle says that this type of student has "...internalized the values of continuing education, knows the goals to be sought, possesses a sense of self-sufficiency, and respects any formal instructor in terms of demonstrated competence rather than generalized authority" (Houle, 1980:96).

Another trend of note is that individuals are shifting to second professions. Sometimes this shift is in a related field, but there is usually some new body of knowledge to be assimilated. This causes a question as to whether the education is pre-service or continuing. Most significant however is the way in which the adult student relates

to the educational facilitator. The learning style may be quite different from that of the individual who was discussed in the first trend.

A last trend that Houle (1980:77) notes is that "...the avid desire to learn may sometimes make its initial appearance somewhat later in life than traditionalists have assumed". While these individuals do not have a proven track record of academic achievement, they often are more committed and eager to learn than those who enter a profession at a younger age.

Summary

The literature review provided the researcher with backgound for the study in the following areas: home economics as a field of practice, professionalism, needs assessment techniques, and continuing professional education in the professions. Chapter 3 will present the statistical findings. The last two chapters will discuss those findings and present recommendations arising from them.

Chapter 3

DATA ANALYSIS

Introduction

For the purpose of this study, several levels of data analysis were performed. First the data were examined for frequency and percentage of response for all variables. Secondly Pearson correlation coeffecients were obtained for variables related to subject matter. The subject matter variables were also ranked according to mean for both the experience and need categories and then according to subject matter grouping. Means were obtained for the continuous variables; instructional modes and program components. Cross tabulations were obtained on frequency data of interest to the researcher within the parameters of this study. Analysis of variance/T tests were conducted using the dependent variables overall need and overall experience and independent variables in the "personal data" section of the questionnaire. This Chapter reports on the significant findings in the above categories.

RESPONDENTS

Rate of Return

Of the 234 potential respondents in the random sample of Alberta Home Economics Association members who received the questionnaire, 152 or 65% completed and returned the questionnaire in usable form. Respondents were asked to describe thesmelves by completing eleven items in the first section of the questionnaire, entitled personal data. Items one through six asked for objective information regarding (1) professional affiliations, (2) branch membership, (3) professional qualifications, (4) training specialization, (5) age, and (6) years of job experience. Items seven through eleven asked for more subjective information regarding: (7) title of current position, (8) employment status, (9) specialized area of current work, (10) primary employment function and, (11) number of positions held as a Home Economist.

Professional Affiliations

Table 1 contains the frequency of responses regarding their current (May 1985) professional affiliations. Of the 152 Alberta Home Economics Association members who responded to the questionnaire, 47 per cent belong to the Canadian Home Economics Assocation. Nineteen per cent of the AHEA members who responded are also Alberta Teachers Association members and 4 per cent belong to the Alberta Registered Dietitians Association.

Table 1

Professional Affiliations

Organization	Number of Respondents (%)
AHEA	152 (100%)
CHEA	72 (47%)
ATA	29 (19%)
HEIB	23 (15%)
ARDA	4 (3%)
IFHE	11 (7%)
ONE	5 (3%)

AHEA Branch Membership

Table 2 indicates the number and percentage of respondents belonging to each of the six AHEA branches. The random sample was fairly evenly distributed between Edmonton, Calgary, and the four smaller branches (Lethbridge, Red Deer, Lakeland, and Peace River). For purposes of cross tabulation the four smaller branches were grouped together.

Table 2

AHEA Branch Membership

Branch	Number of respondents (%)
Peace River	11 (7%)
Red Deer	14 (9%)
Lakeland	10 (6.5%)
Calgary	53 (35%)
Edmonton	57 (37.5%)
Lethbridge	7 (5%)

Professional Qualifications

As is shown in Table 3, most respondents (87%) had a Bachelors degree. Only 13 per cent had completed a graduate program.

Table 3

Professional Qualifications

Degree	Number of Respondents (%)
Bachelors	133 (87%)
Masters	13 (9%)
Doctorate	6 (4%)

Training Specialization

Table 4 presents the frequencies obtained for the various training specializations. All training specializations were represented in the sample. Clothing and textiles were the largest group represented with 26 per cent of the sample.

Table 4

Training Specialization

Specialization	Number of Respondents (%)
Foods & Nutrition	21 (14%)
H.Ec. Education	31 (21%)
Clothing & Textiles	38 (26%)
Dietetics	11 (7%)
Family	24 (16%)
General	24 (16%)

Age

Table 5 contains the frequency response of the respondents by age category. The largest groups (20-29 and 30-39) accounted for 70 per cent of the respondents.

Table 5

Age Category

Age Category	Number of Respondents (%)
20 - 29	39 (26%)
30 - 39	67 (44%)
40 - 49	19 (13%)
50 - 59	16 (11%)
60 - 65	3 (2%)
over 65	7 (4%)

Years of Job Experience

Table 6 provides the breakdown for years of job experience of the respondents. Thirty-nine per cent of AHEA respondents had between 5 and 10 years of job experience as a Home Economist while a further 20% had between 1 and 4 years of experience.

Table 6

Years of Job Experience

Years of Experience	Number of Respondents (%)
< than 1 year	10 (6%)
1 - 4 years	31 (20%)
5 - 10 years	59 (39%)
11 - 15 years	25 (17%)
16 - 20 years	13 (9%)
over 20 years	13 (9%)

Current Employment Status

Fifty-nine per cent of respondents were employed by an educational institution or by a public agency such as a government department, a hospital or a public utility as shown in Table 7.

Table 7

Employment Status

Employment Status	Number of Respondents (%)
not working outside home	22 (15%)
self-employed	14 (9%)
educational institution	42 (28%)
other public agency	47 (31%)
private company	17 (11%)
retired	10 (6%)

Current Work Specialization

Seventeen per cent of AHEA respondents currently work in the Home Economics Education area; this compares with 21 per cent who were trained in that area. Table 8 indicates that 1 per cent of respondents currently work in the Clothing and Textiles areas; while 26 per cent of the respondents were trained in that area. A comparison of tables 4 and 8 indicated that the largest discrepancy between training specialization and current work areas was in the General category, 16 per cent and 35 per cent respectively.

Table 8

Specialized Area in Current Work

Specialization	Number of Respondents (%)
Foods & Nutrition	19 (15%)
H.Ec. Education	21 (17%)
Clothing & Textiles	20 (16%)
Dietetics	5 (4%)
Family	15 (12%)
General	46 (35%)

Primary Employment Function

Table 9 illustrates how respondents viewed their primary employment function. The role with the largest response rate was that of teaching (41%).

Table 9

Primary Employment Function

Field	Number of Respondents (%)
Management	21 (16%)
Sales	5 (4%)
Teaching	53 (41%)
Consulting	31 (24%)
Other	20 (15%)

Cross-Tabulations

The significant differences that were found are reported in Table 10. Training specialization was cross-tabulated with memberships in professional organizations. A significant number of those who trained in the area of Home Economics Education and in Dietetics were members of professional bodies relating directly to their training specializaton.

Table 10

Cross-Tabulations Showing Statistically Significant Distributions

Factor 1	Factor 2	Chi Square Probability
Specialization Training	Organizational Membership	$p \leq .01$

65.5% of those who specialized in H.Ec. Education are members of the ATA.
50% of those who specialized in Dietetics are members of ARDA.

Factor 1	Factor 2	Chi Square Probability
Specialization Training	Area of Current Work	$p \leq .01$

40.6% of those who specialized in CLTX are currently working in general areas.
55% of those who specialized in Family are currently working in general areas.

Factor 1	Factor 2	Chi Square Probability
Age	Employment Status	$p \leq .01$

In the age categories 20-29 and 30-39, 46.2% and 41.8% are employed by a public agency.
In the age categories 40-49, 50-59, and 60-65, 63.2%, 43.8%, and 33.3% are employed by an educational institution.

Factor 1	Factor 2	Chi Square Probability
Age	Primary Employment	$p \leq .01$

In the age category 20-29, 30.8% each are in a teaching role or a consulting role.
In the age category 30-39, 34.5% teach and 25.9% consult.
In the age categories 40-49 and 50-59, 82.4% and 41.4% are in a teaching role.

Factor 1	Factor 2	Chi Square Probability
Degree Obtained	Primary Employment	$p \leq .01$

Of those who had obtained a Bachelors degree 36.6% teach, and 26.8% consult.
Of those who had obtained a Masters degree 50% teach, and 41.7% are in management.
Of those who had obtained a Doctorate 100% teach.

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Table 10 (continued)

Factor 1	Factor 2	Chi Square Probability
AHEA Branch	Current Employment	$p \leq .05$
In Calgary branch 28.3% of members work in an educational institution, while 20.8% of members work for a public agency. A further 18.9% of Calgary members are self-employed and 15.1% work for a private company. In Edmonton branch 31.6% of members work for a public agency while 21.4% of members work in an educational institution. In the "other" branches 21.4% of members work for a public agency.		
AHEA Branch	Degree Obtained	$p \leq .01$
In the Edmonton branch 10.5% of members had obtained a Masters and Doctorate respectively, whereas none of the other branches had significant numbers of members attaining this level.		

Significant differences were found when training specialization was cross-tabulated with current work specialization. The survey found that a significant number of those who trained in the Clothing and Textile and Family areas are ow working as Generalists.

When age category was cross-tabulated with employment status several statistical differences emerged. Respondents who placed in the younger age categories (20-39) were primarily employed by a public agency. In the age categories over 40 the respondents were primarily employed by an educational institution.

It was noted that the majority of respondents in the age categories 20-59 were either in a teaching position or a consulting

advising role. However it should be noted that in the 50-59 age category the finding was based on five respondents. A significant finding for the 60-65 are category was that 100 per cent of the respondents (two) work in management.

When the most advanced degree obtained was cross-tabulated with the primary employment function a significant difference appeared. Home economists with a Bachelors degree were mainly employed in teaching and consulting. Those with a Masters degree were employed in either management or teaching. Of the six respondents who had achieved the level of a Doctorate all were employed in the teaching field.

The branch of AHEA belonged to was cross-tabulated with current employment status. In Calgary significant numbers (18.9%) were self-employed, while a further 15.1% worked for private companies. The number of respondents not working outside the home were about equal in all three branch categories. In all three branch categories, significant numbers of respondents were working in either public agencies or educational institutions.

It was found that 10.5 per cent of Edmonton branch members had obtained a Masters and the same percentage had obtained a Doctorate. The other branches did not have significant numbers of Masters and Doctoral graduates amongst their membership. This could be explained by the fact that the Faculty of Home Economics is located in Edmonton.

SUBJECT MATTER PERCEPTIONS

The second section of the questionnaire asked for the respondents' perceptions of both their experience and need for continuing professional education in 97 Home Economics subject matter skill and knowledge areas. The subject matter was categorized into nine sub sections. In the skills area were included: 1) delivery and communications techniques, 2) professional development skills, and 3) management. The knowledge areas consisted of: 4) general, 5) family management and economics, 6) human development, 7) housing, 8) foods and nutrition, and 9) clothing and textiles.

Experience and Need

Table II presents the absolute frequencies and percentages of the respondents' experience and need in the categories listed. In the "experience" column the total of those indicating little experience or no experience is shown. In the "need" column the total represents strong or very strong need. For example "motivating employees" was indicated as a strong or very strong need by 51 per cent of respondents. Similarily 51 per cent of respondents indicated that they had little or no experience with this subject matter. Ninety-three per cent indicated little or no experience with "using computers in management," while 60 per cent indicated a strong or very strong need in that area. Other topics which obtained large

percentages expressing little experience and strong need were: computers - application to Home Economics; financial planning techniques; adult development and aging; coping with loss - divorce or death; parenting education; and trends in food marketing and purchasing.

Table 11

Frequency of Experience & Need in Subject Area Skills & Knowledge

Experience No of Respondents (%) (little or no experience)		Need No. of Respondents (%) (stong or very strong need)
Delivery & Communications Techniques		
27 (18%)	adult education skills	52 (36%)
95 (65%)	advertising techniques	54 (37%)
65 (44%)	assertiveness skills	71 (48%)
77 (53%)	needs assessment - analysis	69 (47%)
36 (24%)	public relations skills	80 (55%)
24 (16%)	public speaking skills	78 (54%)
68 (46%)	writing for publication	70 (49%)
Professional Development Skills		
107 (73%)	proposal development	66 (45%)
124 (84%)	research management	42 (29%)
81 (56%)	project management	67 (46%)
125 (86%)	data analysis	50 (34%)
128 (88%)	preparing research reviews	34 (24%)
Management		
74 (50%)	budgeting - cost control	67 (47%)
27 (18%)	establishing productive relationships with colleagues	75 (54%)
48 (32%)	group dynamics	74 (51%)
30 (20%)	leadership skills	83 (57%)
53 (36%)	management skills	89 (60%)
75 (51%)	motivating employees	74 (51%)
10 (7%)	organizing skills	72 (49%)
75 (51%)	performance appraising	64 (44%)
29 (19%)	principles of decision making	70 (47%)
61 (41%)	supervisory skills	69 (48%)
137 (93%)	using computers in management	87 (60%)
General		
83 (57%)	community development	52 (36%)
134 (90%)	computers-application to H. Ec.	92 (63%)
42 (29%)	Home Economics as a profession	51 (35%)
41 (28%)	philosophy of Home Economics	49 (34%)
67 (45%)	women's issues	62 (43%)

Table II (continued)

	Family Management and Economics	
64 (44%)	consumer credit	61 (42%)
41 (28%)	consumer education	73 (50%)
94 (64%)	estates, wills, trusts, insurance	73 (51%)
65 (44%)	family accounting/bookeeping	70 (48%)
86 (72%)	financial counselling	71 (49%)
86 (59%)	financial planning techniques	79 (55%)
106 (72%)	new developments in home management	68 (48%)
74 (50%)	product information and safety	58 (40%)
103 (76%)	retirement planning - adjustment	70 (48%)
121 (82%)	banking and corporate finance	72 (36%)
	Human Development	
74 (51%)	adolescent behaviour	56 (38%)
75 (58%)	adult development and aging	84 (58%)
63 (43%)	child development	56 (38%)
52 (35%)	communication - family	82 (56%)
104 (71%)	coping with loss - divorce/death	75 (51%)
124 (84%)	family counselling	58 (40%)
101 (69%)	sexuality and sex education	42 (29%)
127 (87%)	family violence	70 (34%)
65 (44%)	interpersonal relationships	71 (49%)
102 (70%)	mental health	91 (62%)
120 (82%)	one parent/blended families	57 (39%)
101 (69%)	parenting education	82 (56%)
	Housing	
71 (48%)	consumer energy conservation	51 (35%)
69 (47%)	furniture purchase	30 (22%)
71 (58%)	home design	43 (30%)
83 (57%)	home purchase	44 (30%)
132 (90%)	low income housing	24 (17%)
129 (88%)	housing for the handicapped	30 (21%)
73 (50%)	housing maintenance	43 (30%)
90 (61%)	housing renovation	51 (35%)
109 (74%)	housing/shelter alternatives	35 (25%)
124 (85%)	housing for the elderly	32 (22%)
63 (43%)	interior design basics	41 (28%)
85 (57%)	trends in home furnishings	39 (27%)

Table II (continued)

	Foods & Nutrition	
54 (38%)	additives	80 (56%)
12 (8%)	basic nutrition	66 (46%)
32 (22%)	diets	69 (48%)
45 (30%)	food faddism	70 (49%)
38 (26%)	food preservation	63 (44%)
82 (56%)	foods for the elderly	52 (36%)
75 (52%)	gourmet foods/preparation	55 (38%)
15 (10%)	meal planning	60 (42%)
55 (38%)	new foods and food products	80 (57%)
53 (43%)	new techniques in food preparation	86 (60%)
73 (50%)	new trends in food consumption	74 (52%)
47 (33%)	nutrition - adolescent	65 (45%)
71 (49%)	nutrition - aging	68 (48%)
85 (58%)	nutrition - athlete	61 (43%)
36 (25%)	nutrition - female	84 (58%)
45 (31%)	nutrition - infant	71 (49%)
59 (41%)	nutrition - male	74 (51%)
57 (39%)	nutrition - prenatal and lactation	63 (44%)
116 (80%)	politics of food, domestic and world wide	48 (33%)
109 (75%)	socioeconomic influences in food behaviour	56 (39%)
70 (48%)	the food consumer in the marketplace	72 (50%)
92 (63%)	trends in food marketing & purchasing	74 (51%)
72 (49%)	trends in food preparation	68 (47%)
58 (40%)	use of new appliances in food preparation	74 (51%)
98 (77%)	vitamins and mineral research	87 (60%)
	Clothing and Textiles	
79 (54%)	clothing construction innovation	64 (45%)
46 (32%)	clothing selection	64 (44%)
62 (42%)	family clothing budgeting	59 (41%)
88 (60%)	new developments in textiles for homes	65 (45%)
90 (61%)	new textile products	73 (50%)
68 (47%)	pattern alteration	49 (34%)
89 (61%)	pattern design	42 (29%)
101 (69%)	protective clothing	46 (32%)
106 (72%)	sewing for profit	54 (37%)
83 (57%)	textile arts & crafts	45 (31%)

Table 12 ranks the expressed experience in the 97 skill and knowledge topics in terms of the mean for each variable. The means range from a low of 1.4 for "using computers in management" to a high of 3.4 for "basic nutrition" and "organizing skills." "Meal planning" and "public speaking skills" ranked the next highest in experience at 3.3 and 3.2 respectively. "Computers - application to Home Economics" and "preparing research reviews" were tied at 1.5 followed by "research management" and "family violence" at 1.6.

Table 12

Means of Experience in Skills & Knowledge

Rank	Variable	Mean
1	using computers in management	1.4
2.5	computers - application to Home Economics	1.5
2.5	preparing research reviews	1.5
4.5	research management	1.6
4.5	family violence	1.6
7.5	data analysis	1.6
7.5	family counselling	1.7
7.5	low income housing	1.7
7.5	housing for the handicapped	1.7
11.5	banking and corporate finance	1.8
11.5	one parent/blended families	1.8
11.5	housing for the elderly	1.8
11.5	politics of food, domestic and worldwide	1.8
14.5	retirement planning - adjustment	1.9
14.5	sewing for profit	1.9

Table 12 (copntinued)

19.5	proposal development	2.0
19.5	financial counselling	2.0
19.5	new developments in home management	2.0
19.5	sexuality and sex education	2.0
19.5	mental health	2.0
19.5	parenting education	2.0
19.5	housing/shelter alternatives	2.0
19.5	socioeconomic influences in food behaviour	2.0
25	estates, wills, trusts, insurance	2.1
25	coping with loss - divorce/death	2.1
25	protective clothing	2.1
29.5	financial planning techniques	2.2
29.5	housing renovation	2.2
29.5	vitamins and minerals research	2.2
29.5	new developments in textiles for homes	2.2
29.5	new textile products	2.2
29.5	pattern design	2.2
36.5	project management	2.3
36.5	home purchase	2.3
36.5	housing maintenance	2.3
36.5	trends in home furnishings	2.3
36.5	foods for the elderly	2.3
36.5	nutrition - athlete	2.3
36.5	trends in food marketing & purchasing	2.3
36.5	textile arts and crafts	2.3
45	needs assessment - analysis	2.4
45	motivating employees	2.4
45	product information and safety	2.4
45	adolescent behaviour	2.4
45	consumer energy conservation	2.4
45	furniture purchase	2.4
45	home design	2.4
45	gourmet foods/preparation	2.4
45	new trends in food consumption	2.4
54.5	writing for publication	2.5
54.5	budgeting - cost control	2.5
54.5	performance appraising	2.5
54.5	consumer credit	2.5
54.5	interpersonal relationships	2.5
54 5	new techniques in food preparation	2.5
54.5	nutrition - aging	2.5
54.5	the food consumer in the marketplace	2.5
54.5	trends in food preparation	2.5
54.5	clothing construction innovations	2.5
64.5	advertising techniques	2.6
64.5	assertiveness skills	2.6
64.5	women's issues	2.6
64.5	family accounting/bookkeeping	2.6
64.5	child development	2.6
64.5	interior design basics	2.6

Table 12 (continued)

64.5	additives	2.6
64.5	use of new appliances in food preparation	2.6
64.5	family clothing budgeting	2.6
64.5	pattern alteration	2.6
72.5	supervisory skills	2.7
72.5	adult development and aging	2.7
72.5	communication - family	2.7
72.5	new foods and food products	2.7
72.5	nutrition - male	2.7
72.5	nutrition - prenatal and lactation	2.7
79	group dynamics	2.8
79	management skills	2.8
79	community development	2.8
79	philosophy of Home Economics	2.8
79	food faddism	2.8
79	nutrition - adolescent	2.8
79	nutrition - infant	2.8
85	public relations skills	2.9
85	Home Economics as a profession	2.9
85	consumer education	2.9
85	nutrition - female	2.9
85	clothing selection	2.9
89	leadership skills	3.0
89	diets	3.0
89	food preservation	3.0
92	adult education skills	3.1
92	establishing productive relationships with colleagues	3.1
92	principles of decision making	3.1
94	public speaking skills	3.2
95	meal planning	3.3
96.5	organizing skills	3.4
96.5	basic nutrition	3.4

Table 13 ranks the expressed <u>need</u> of the respondents in the 97 skill and knowledge topics in terms of the mean for each variable. The means range from a low of 1.8 for "low income housing" to a high of 3.4 for "basic nutrition." It may be of interest to note that "basic nutrition" received the highest mean for experience as well as the highest mean for need. "Preparing research reviews" and "housing for the handicapped" appeared on the scale tied with means of 1.9. "Management skills" with a mean of 2.9 and "vitamins and minerals

research" with a mean of 2.8 were ranked just below "basic nutrition".

Table 13

Means of Need in Skills & Knowledge

Rank	Variable	Mean
1	low income housing	1.8
2.5	preparing research reviews	1.9
2.5	housing for the handicapped	1.9
6	furniture purchase	2.0
6	housing/shelter alternatives	2.0
6	housing for the elderly	2.0
6	interior design basics	2.0
6	trends in home furnishings	2.0
13	research management	2.1
13	sexuality and sex education	2.1
13	home design	2.1
13	home purchase	2.1
13	housing maintenance	2.1
13	politics of food, domestic & worldwide	2.1
13	pattern alteration	2.1
13	pattern design	2.1
13	protective clothing	2.1
22	data analysis	2.2
22	community development	2.2
22	philosophy of Home Economics	2.2
22	banking and corporate finance	2.2
22	family violence	2.2
22	consumer energy conservation	2.2
22	housing renovation	2.2
22	sewing for profit	2.2
22	textile arts and crafts	2.2
34.5	adult education skills	2.3
34.5	advertising techniques	2.3
34.5	Home Economics as a profession	2.3
34.5	product information and safety	2.3
34.5	adolescent behaviour	2.3
34.5	child development	2.3
34.5	family counselling	2.3
34.5	mental health	2.3
34.5	one parent/blended families	2.3
34.5	foods for the elderly	2.3
34.5	gourmet foods preparation	2.3

Table 13 (continued)

34.5	nutrition - adolescent	2.3
34.5	nutrition - athlete	2.3
34.5	nutrition - prenatal & lactation	2.3
34.5	socioenomic influences in food behaviour	2.3
34.5	family clothing budgeting	2.3
50	proposal development	2.4
50	project management	2.4
50	women's issues	2.4
50	consumer credit	2.4
50	new developments in home management	2.4
50	retirement planning - adjustment	2.4
50	parenting education	2.4
50	food faddism	2.4
50	food preservation	2.4
50	nutrition - aging	2.4
50	nutrition - infant	2.4
50	nutrition - male	2.4
50	clothing construction innovations	2.4
50	clothing selection	2.4
50	new developments in textiles for homes	2.4
64.5	needs assessment - analysis	2.5
64.5	writing for publication	2.5
64.5	performance appraising	2.5
64.5	principles of decision making	2.5
64.5	supervisory skills	2.5
64.5	consumer education	2.5
64.5	family accounting/bookkeeping	2.5
64.5	financial counseiling	2.5
64.5	adult development and aging	2.5
64.5	coping with loss - divorce/death	2.5
64.5	diets	2.5
64.5	the food consumer in the marketplace	2.5
64.5	trends in food preparation	2.5
64.5	new textile products	2.5
78	assertiveness skills	2.6
78	budgeting - cost control	2.6
78	group dynamics	2.6
78	motivating employees	2.6
78	organizing skills	2.6
78	estates, wills, trusts, insurance	2.6
78	interpersonal relationships	2.6
78	meal planning	2.6
78	new trends in food consumption	2.6
78	nutrition - female	2.6
78	trends in food marketing & purchase	2.6
78	use of new appliances in food preparation	2.6
88	public relations skills	2.7
88	public speaking skills	2.7
88	financial planning techniques	2.7

Table 13 (continued)

88	communication - family	2.7
88	additives	2.7
88	new foods and food products	2.7
88	new techniques in food preparation	2.7
91	leadership skills	2.8
91	using computers in management	2.8
91	computers - application to Home Economics	2.8
91	vitamins & minerals research	2.8
96	management skills	2.9
97	basic nutrition	3.4

The ninety-seven variables related to Home Economics subject matter were grouped under headings in the questionnaire. Means were obtained for each subject matter grouping and are presented in Table 14 (means of experience in skills and knowledge), and in Table 15, (means of need in experience and knowledge). "Professional development skills" ranked lowest in experience with a mean of 1.8 while "delivery and communications" subject matter ranked highest in experience with a mean of 2.8.

Table 14

Means of Experience in Skills & Knowledge
By Subject Area Grouping

Rank	Variable	Mean
1	professional development skills	1.8
2	family management and economics	2.2
3	human development	2.2
3	housing	2.2
5	clothing and textiles	2.4
6	general	2.5
7	foods and nutrition	2.6
8	management	2.7
9	delivery & communications techniques	2.8

In Table 15 "housing" received the lowest ranking in need with a mean of 2.0, "management" was the highest in terms of need with a mean of 2.6

Table 15

Means of Need in Skills & Knowledge
by Subject Area Grouping

Rank	Variable	Mean
1	housing	2.0
2	clothing and textiles	2.3
4	general	2.4
4	family management & economics	2.4
4	human development	2.4
7	delivery & communications techniques	2.5
7	professional development skills	2.5
7	foods and nutrition	2.5
9	management	2.6

Correlations of Experience and Need

Table 16 contains the significant Pearson correlation coefficients (R) of experience and need. A signifance of p .05 was utilized in determining those scores of importance for the purposes of this study. A positive Pearson correlation indicates that as one variable increases the other also increases. For example R = +.30 for advertising techniques indicates that as experience with this skill increases so does the realization of the complexity of the subject with a resultant expressed need for CPE in the skill or knowledge topic. Out of 97 variables, 51 showed significant positive Pearson correlation co-efficients. A further 5 showed negative R scores. If the Pearson correlation was negative then as one variable increased the other decreased. This is illustrated in the case of "assertiveness skills" (R= -.20). As experience increases need decreases. Five variables showed a negative Pearson correlation. They were: "assertiveness skills", "public speaking", "leadership skills", "leadership skills", "organizing skills", and "principles of decision making." Items were found in eight of the nine subject matter areas, the exception was the "general" category.

Table 16

Significant Pearson Correlations of Experience and Need

Variable	Pearson Co-efficent	Signifance
advertising techniques	+.30	p≤.01
assertivness skills	-.20	p≤.05
public speaking skills	-.30	p≤.01
proposal development	+.20	p≤.01
research management	+.30	p≤.01
data analysis	+.30	p≤.01
preparing research reviews	+.30	p≤.01
leadership skills	-.30	p≤.01
motivating employees	+.20	p≤.05
organizing skills	-.50	p≤.01
principles of decision making	-.30	p≤.01
H.Ec. as a profession	-.20	p≤.05
financial counselling	+.30	p≤.01
financial planning techniques	+.20	p≤.05
new dev. in home mgmt.	+.20	p≤.05
product info. & safety	+.20	p≤.05
banking & corporate finance	+.30	p≤.01
adolescent behaviour	+.20	p≤.01
family counselling	+.20	p≤.01
sexuality/sex education	+.20	p≤.05
family violence	+.20	p≤.01
interpersonal relationships	+.30	p≤.01
mental health	+.40	p≤.01
one parent/blended families	+.30	p≤.01
parenting education	+.30	p≤.01
furniture purchase	+.20	p≤.05
home design	+.20	p≤.01
housing maintenance	+.40	p≤.01
housing renovation	+.20	p≤.01
housing for the elderly	+.20	p≤.05
trends/home furnishings	+.30	p≤.01
gourmet foods preparation	+.20	p≤.05
new foods & food products	+.20	p≤.01
new techniques in food prep.	+.10	p≤.05
trends in food consumption	+.30	p≤.01
nutrition - aging	+.40	p≤.05
nutrition - athlete	+.10	p≤.05
nutrition - infant	+.20	p≤.05
nutrition - prenatal/lactation	+.20	p≤.05
politics of food	+.40	p≤.01

Table 16 (continued)

socioeconomic influences	+.40	p<.01
food consumer in mktplace	+.20	p<.05
trends in food mktg/purchase	+.20	p<.01
trends in food prep.	+.30	p<.01
use of new appliances	+.30	p<.01
vitamin/mineral research	+.20	p<.05
clothing const. innovations	+.40	p<.01
clothing selection	+.20	p<.05
family clothing budget	+.20	p<.01
new dev. in home textiles	+.50	p<.01
new textile products	+.50	p<.01
pattern alteration	+.30	p<.01
pattern design	+.30	p<.01
protective clothing	+.40	p<.01
sewing for profit	+.50	p<.01
textile arts & crafts	+.40	p<.01

CONTINUING PROFESSIONAL EDUCATION DESIGN

Introduction

The third section of the questionnaire dealt with the respondents' perceptions about themselves in regard to continuing professional education. Respondents were asked to state their preferences for continuing professional education: delivery, time of day, time of year, number of meetings, commuting distance, schedule and length of meetings, and mode of instruction. They were asked how easy it was for them to attend, to get time off from work, and what type of support their employer offered. Respondents were questioned as to the number of programs they attended in the past year as well as how many CPE programs they would like to attend in a year.

Forthcoming professional registration with its accompanying regulations pertaining to CPE led to two questions about the utility of CPE both to the individual respondent and the profession itself. Question 32 asked respondents to identify whom they felt should be the most responsible for the various components of continuing professional education. These were: needs analysis, program planning, delivery and promotion and funding of programs. Then respondents were asked to rank the effectiveness of the various information sources. Question 34 asked respondents about the information they needed in order to plan to attend a CPE program. In addition they were asked how long ahead of a program they needed registration information. Respondents were asked if current CPE programs in Alberta were meeting their needs and to comment about the topic. Finally repondents were invited to write any comments they might have about any of the material in the questionnaire or on the topic of CPE.

Attendance Preference

Table 17 contains the frequency response for the respondents attendance preferences. Nearly half, 47 per cent of respondents would prefer to attend CPE programs in the evening. The remainder of respondents were nearly evenly split on their preferences.

Table 17

Attendance Preference

Time	Number of Respondents (%)
day	41 (28%)
evening	69 (47%)
weekend	37 (25%)

Time of Year Preference

Table 18 indicates the preferences of respondents in regard to the seasonal scheduling of continuing professional education. The fall of the year was the most preferred time, followed by winter and spring.

Table 18

Time of Year Preference

Time of Year	Number of Respondents (%)
fall	52 (36%)
summer	13 (9%)
spring	39 (27%)
winter	41 (28%)

Commuting Distance

Respondents were asked to indicate a maximum distance that they would be willing to travel to attend a CPE program. Table 19 reports the frequencies for the distances that respondents would be willing to travel. Up to 50 km was the modal response, but 17 per cent indicated that they would be willing to commute more than 100 km for a CPE program of interest to them.

Table 19

Commuting Distance

Distance	Number of Respondents (%)
10 km.	14 (9%)
25 km.	31 (21%)
50 km.	43 (29%)
100 km.	35 (24%)
over 100 km.	25 (17%)

Meeting Scheduling

Table 20 shows that respondents preferred a single meeting for each CPE program over a series of meetings by a margin of two to one.

Table 20

Meeting Preference

Schedule	Number of Respondents (%)
one meeting	92 (63%)
a series of meetings	54 (37%)

Where a series of meetings is to be offered, respondents would prefer meeting of a weekly basis (Table 21) and if a conference is to be offered they would prefer meeting for one or two days (Table 22).

Table 21

Meeting Scheduling Preference

Schedule	Number of Respondents (%)
consecutive days/evenings	29 (20%)
weekly	78 (53%)
every second week	22 (15%)
monthly	17 (12%)

Table 22

Length of Conference Preference

Length	Number of Respondents (%)
one day	66 (45%)
two days	75 (51%)
3 - 5 days	7 (5%)

Ease/Difficulty of Attendance

Respondents were asked how easy it was to attend conferences. Fifty-two per cent said that it was reasonably easy to get time off work to attend conferences. Fifty-four per cent said it was reasonably easy to attend conferences away from home. It should be noted that although the word conference was used in the plural most respondents would likely interpret the question in terms of the one annual conference that AHEA now holds. Table 23 and 24 present these findings.

Table 23

Ease of Attendance (work)

Degree of Difficulty	Number of Respondents (%)
very easy	29 (21%)
reasonably easy	74 (52%)
difficult	38 (27%)

Table 24

Ease of Attendance (home)

Degree of Difficulty	Number of Respondents (%)
easy	30 (20%)
reasonably easy	80 (54%)
difficult	38 (26%)

Mode of Instruction

Respondents were asked to rate thirteen instructional modes for high, medium or low preference. Table 25 presents the frequencies of their responses. The highest response (80 per cent) was obtained for the "hands-on-workshop," followed by "conference" (52 per cent) and "site visit/field trip" (50 per cent).

Table 25

Mode of Instruction Preference

Mode	Number of Respondents (%) High	Med.	Low
lecture	60 (41%)	65 (45%)	20 (14%)
tele-lecture	24 (17%)	68 (48%)	50 (35%)
hands on workshop	118 (80%)	24 (16%)	5 (3%)
conference	75 (52%)	61 (42%)	8 (6%)
journal readings	16 (11%)	46 (32%)	83 (57%)
site visit/field trip	73 (50%)	56 (38%)	16 (11%)
a series of readings	15 (10%)	45 (31%)	86 (59%)
seminar discussion	61 (42%)	66 (46%)	18 (12%)
internship	29 (20%)	31 (22%)	84 (58%)
computer assisted instruction	29 (20%)	67 (46%)	50 (34%)
correspondence course	26 (18%)	51 (36%)	66 (46%)
self-directed study	26 (18%)	60 (41%)	59 (41%)
audio/video tapes	35 (24%)	63 (44%)	46 (32%)

Individual respondents were asked to choose their most preferred mode and their least preferred mode of instruction. When this score was tabulated for all respondents, the "hands-on-workshop" was easily the most popular form of instruction. Fifty-seven per cent of respondents as reported in Table 26 preferred the "workshop" mode of instruction. The least preferred mode was not so definite. Table 27 reports the five modes of instruction which were least preferred. Least preferred by most respondents was the lecture (18%) followed by correspondence and internship.

Table 26

Most Preferred Mode of Instruction

Mode	Number of Respondents (%)
Hands on workshop	81 (57%)
lecture	18 (13%)
conference	13 (9%)

Table 27

Least Preferred Mode of Instruction

Mode	Number of Respondents (%)
lecture	26 (18%)
correspondence	19 (14%)
internship	19 (14%)
journal	17 (12%)
series of readings	17 (12%)

Table 28 ranks the means of the instructional modes. The means range from a low of 1.5 to a high of 2.8. Again the "hands-on-workshop" ranked highest at 2.8. Both "journal readings" and "a series of readings" ranked lowest with a mean of 1.5.

Table 28

Means of Instructional Modes

Rank	Variable	Mean
1.5	journal readings	1.5
1.5	a series of readings	1.5
3	internship	1.6
4	correspondence course	1.7
5.5	tele-lecture	1.8
5.5	self-directed study	1.8
7.5	computer assisted study	1.9
7.5	audio/video tapes	1.9
9.5	lecture	2.3
9.5	seminar discussion	2.3
11	site visit/field trip	2.4
12	conference	2.5
13	hands on workshop	2.8

Attendance at CPE Programs

Thirty-four per cent of respondents had not attended any CPE programs in the previous year, while 39 per cent had attended one or two programs as reported in Table 29. When asked their preference for the number of CPE programs they would like to attend, the greatest response, as indicated in Table 29, was for two programs per year with a response of 42 per cent.

Table 29

CPE Program Attendance (1984)

Number of Programs	Number of Respondents (%)
none	50 (34%)
one	28 (19%)
two	29 (20%)
three	15 (10%)
four	11 (7%)
more than four	15 (10%)

Table 30

Preference for Yearly Attendance at CPE Programs

Number of Programs	Number of Respondents (%)
one	25 (17%)
two	61 (42%)
three	21 (15%)
four	26 (18%)
more than four	12 (8%)

Employer Support

Sixty-seven per cent of respondents reported that their employer supported CPE programs with time off to attend as shown in Table 31. Table 32 shows that 43 per cent indicated that their employer supported CPE programs with funding for the respondents to attend. Table 33 shows that 56.5 per cent of the respondents' employers provide CPE programs. It should be noted that 29 respondents reported Alberta Agriculture job titles and that this employer provides excellent job related CPE programs. Twenty-nine were ATA members and excellent professional development programs are available to teachers through their professional organizations.

Table 31

Employer Support for CPE (time off)

Support	Number of Respondents (%)
yes	73 (67%)
no	36 (33%)

Table 32

Employer Support for CPE (funding)

Support	Number of Respondents (%)
yes	45 (43%)
no	60 (57%)

Table 33

Employer Provision of CPE

Provision	Number of Respondents (%)
Yes	61 (56.5%)
No	47 (43.5)

Personal Disposition to CPE

As continuing professional educational programs will become a part of the regulations pertaining to professional registration respondents were asked what their personal disposition towards CPE is (Table 34). Eighty per cent of respondents indicated that CPE was valuable or essential to their status. Rrespondents were asked how they felt about mandatory CPE. Seventy-eight per cent of respondents felt that mandatory CPE is valuable or essential to the profession (Table 35).

Table 34

Personal Disposition Towards CPE

Value	Number of Respondents (%)
of no value to my status	2 (1%)
of little value to my status	28 (19%)
valuable to my status	71 (49%)
essential to my status	44 (31%)

Table 35

Personal Reaction to Mandatory CPE

Value	Number of Respondents
of no value to the profession	5 (3%)
of little value to the profession	27 (19%)
valuable to the profession	72 (49%)
essential to the profession	42 (29%)

CPE Responsibility

Respondents were asked for their perceptions on the degree of responsibility that various providers should have for the functions related to the delivery of a CPE program. The functions were: needs analysis, program planning, program promotion, program delivery and funding. The agencies that the respondents were asked to rate were: the AHEA Professional Development Committee, the AHEA branch of which the individual was a member, the Faculty of Home Economics and other (with specification of who the other was). Table 36 reports the frequency of response. Respondents felt that the AHEA professional development committee should have wide responsibilities including responsibility for needs analysis and program planning. They felt that the individual AHEA branch should be most responsible for the promotion of CPE programs.

Respondents saw the responsibility for program delivery nearly split between the Faculty of Home Economics and other professional organizations such as the ATA and ARDA. Most responsibiity for funding was seen as the responsibiity of the individual member.

Table 36

Responsibility for CPE (Frequencies)

Task	Agency	very	some	none
needs analysis,	AHEA branch	42 (33%)	78 (61%)	8 (6%)
	AHEA Prof. Dev.	108 (81%)	22 (16%)	4 (3%)
	Fac. of H.Ec.	35 (28%)	72 (58%)	18 (14%)
	other	10 (59%)	7 (41%)	-
prog. planning,	AHEA branch	41 (32%)	77 (60%)	11 (8%)
	AHEA Prof.Dev.	99 (75%)	29 (22%)	4 (3%
	Fac. of H.Ec.	53 (42%)	61 (48%)	12 (10%)
	other	6 (43%)	7 (50%)	1 (7%)
prog. delivery,	AHEA branch	41 (33%)	71 (56%)	14 (11%)
	AHEA Prof. Dev.	67 (52%)	55 (42%)	8 (6%)
	Fac. of H.Ec.	62 (49%)	52 (42%)	12 (9%)
	other	9 (56%)	6 (38%)	1 (6%)
funding,	AHEA branch	43 (33%)	60 (47%)	26 (20%)
	AHEA Prof. Dev.	46 (36%)	62 (49%)	19 (15%)
	Fac. of H.Ec.	16 (13%)	57 (46%)	51 (41%)
	other	11 (44%)	13 (52%)	1 (4%)
prog. promotion,	AHEA branch	95 (72%)	32 (24%)	5 (4%)
	AHEA Prof. Dev.	85 (65%)	41 (32%)	4 (3%)
	Fac. of H.Ec.	41 (33%)	58 (46%)	27 (21%)
	other	6 (43%)	6 (43%)	2 (14%)

In addition to the frequencies, means were also obtained for the program function variables. These means are reported in Table 37. The means range from a low of 1.7 to a high of 2.8. The consistently high means for the AHEA Professional Development Committee confirm that it is perceived to be a key player in CPE programming.

Table 37

Responsibility for CPE (Means)

Rank	Task	Agency	Mean
1	needs analysis,	Faculty of Home Economics	2.1
2		AHEA Branch	2.3
3		Other	2.6
4		AHEA Prof. Dev. Committee	2.8
1	prog.planning,	AHEA Branch	2.1
2		Faculty of Home Economics	2.3
3		Other	2.4
4		AHEA Prof. Dev. Committee	2.7
1	prog. delivery,	AHEA Branch	2.2
2		Faculty of Home Economics	2.4
3.5		Other	2.5
3.5		AHEA Prof. Dev. Committee	2.5
1	funding,	Faculty of Home Economics	1.7
2		AHEA Branch	2.1
3		AHEA Prof. Dev. Committee	2.2
4		Other	2.4
1	prog. promotion,	Faculty of Home Economics	2.1
2		Other	2.3
3		AHEA Prof. Dev. Committee	2.6
4		AHEA Branch	2.7

Information Sources

Respondents were asked to rate the effectiveness of six ways of providing information about CPE opportunities. Table 38 shows that 83 per cent of respondents felt that a special mailing was the most effective way of receiving information about CPE programs. The branch newsletter and the AHEA newsletter were rated very effective by 66 per cent and 57 per cent of respondents respectively.

Table 38

Perceptions - Information Sources

Information Vehicle	Effectiveness very	moderate	not
branch newsletter	96 (66%)	41 (28%)	9 (6%)
AHEA newsletter	83 (57%)	54 (37%)	8 (6%)
special mailing	119 (83%)	16 (10%)	8 (6%)
yearly calendar	41 (29%)	57 (41%)	42 (30%)
friend/colleague	29 (20%)	74 (52%)	40 (28%)
other	5 (33%)	3 (20%)	7 (47%)

Information sources were ranked by means (Table 39) The highest mean was obtained for the special mailing (2.8). It was followed closely by the AHEA newsletter and the Branch newsletter each with a mean of 2.5, confirming the earlier conclusions.

Table 39

Means of Information Sources

Rank	Variable	Mean
1.5	Other	1.9
1.5	friend/colleague	1.9
3	yearly calendar	2.0
4.5	branch newsletter	2.5
4.5	AHEA newsletter	2.5
6	special mailing	2.8

Information Required

Fourteen items were listed and respondents were asked to check those that they felt were important to know in planning to attend a CPE program. The items were: date, location, parking, time, room number, agenda, length of program, cost, accommodation, registration deadlines, pre-study, number of expected participants, materials required, and CPE points. The majority of items were considered to be important enough for respondents to require advance information. The frequency scores are reported in Table 40. Items that respondents did not consider to be as important were: parking, accommodation, the number of expected participants, and the CPE points. It may be that because CPE is not yet obligatory, CPE points were not considered so important.

Table 40

Perceptions of Information Needs for Participation in a CPE Program

Information Items	Number of Respondents (%)
date	143 (94%)
location	143 (94%)
parking	78 (51%)
time	139 (91%)
room no.	103 (68%)
agenda	137 (90%)
length of program	135 (89%)
cost	143 (94%)
accommodation	82 (54%)
registration deadlines	129 (85%)
pre-study	102 (67%)
no. expected participants	37 (24%)
materials required	99 (65%)
CPE points	69 (45%)

Respondents were asked to indicate how long in advance of a conference they needed complete registration information. The greatest number (43 per cent) said they needed 3 months notice (Table 41).

Table 41

Advance Notice - Conference

Notice	Number of Respondents (%)
1 month	6 (4%)
2 months	49 (34%)
3 months	62 (43%)
6 months	24 (17%)
9 months	2 (1%)
1 year	1 (1%)

In the case of a local program 82 per cent felt that one or two months notice was desirable(Table 42).

Table 42

Advance Notice - Branch Program

Notice	Number of Respondents (%)
1 month	61 (42%)
2 months	58 (40%)
3 months	18 (12%)
6 months	7 (5%)
1 year	1 (1%)

Satisfaction With CPE

Finally, respondents were asked if they felt that current Alberta CPE programs were meeting their needs. The majority of respondents (64 per cent) felt that current programs were partially meeting their needs for CPE (see Table 43).

Table 43

Satisfaction With CPE

Needs Met	Number of Respondents (%)
yes	23 (17%)
partly	90 (64%)
no	27 (19%)

Analysis of Variance

Analysis of variance was performed on all continuous variables that were relevant to program delivery. The independent variable chosen was Edmonton, Calgary, and Others because the framework for delivery of continuing professional education in Alberta is typically based on geography.

Only one significant difference was discovered. The difference was found between Calgary Branch and the Others. The Calgary group had a mean of 1.5 while the "others" had a mean of 2.0 for the "correspondence course" as an instructional mode. It is understandable that smaller urban branches and rural branches would be more disposed to correspondence instruction than would a city branch.

Table 44
Analysis of Variance/T test

Independent Variable	Dependent Variable	Probability F	Probability Scheffe	Significant Difference
branch	delivery mode	$\leq .01$	$\leq .01$	Others > Calgary
years of experience	overall need	$\leq .01$	$\leq .01$	1-4 yrs > 20+ years 1-4 yrs > 16-20 yrs less than 1 yr > 16-20 years
employment status	overall experience	$\leq .01$	$\leq .01$	priv. co. > ed. inst. pub. agy. > priv. co. pub. agy. > retired
degree obtained	overall need	$\leq .01$ (T)		B.Sc. > Msts./Ph.D.
age	overall need	$\leq .01$	$\leq .01$	20-29 age > 50-59 age

Two new variables were created, overall need and overall experience. These variables were then analyzed against eight relevant personal variables. The independent variables were AHEA branch, degree obtained, training specialization, age category, years of job experience, current employment status, current work specialization, and primary employment function. Significant differences were found in four cases, they are reported in Table 44.

When need for CPE was examined by years of experience it was found that need decreased consistently as years of experience increased. The mean of need for the two least experienced groups differed statistically from the mean of need for the two most experienced groups.

Overall experience in the Home Economics subject matter was found to be related to current employment status. Statistically significant differences in experience were found between those employed by a educational institution (mean 2.4), those employed by a public agency (mean 2.5), and those who were retired (mean 2.6). A significant difference was also found between those employed by a public agency (mean 2.5) and a private company (mean 2.4).

The need for CPE for those respondents with a Bachelors degree (mean 2.4) was statistically greater when compared to those with a Masters or PhD degree (mean 2.0).

When need for CPE was examined by age category a statistical difference was found between the 20-29 age category (mean 2.6) and the 50-59 age category (mean 2.1). The need for continuing education was highest for the 20-29 age group and lowest for the 50-59 age group.

Summary

Chapter 3 presented the findings related to the 285 variables

that constituted the study. Statistical treatments included frequencies, cross-tabulation, Person correlation co-efficients and analysis of variance. Chapters 4 and 5 will discuss the findings and make recommendations.

Chapter 4

DISCUSSION OF FINDINGS

Introduction

Chapter 4 consists of a discussion of the findings of the study. It also presents, where relevant, information about present practice in the provision of CPE. In the discussion there are references to the comments made by individual respondents in relation to their preferences for CPE. The original comments may be found in Appendix 3.

PERSONAL DATA

The following personal characteristics of AHEA members emerged from the "personal data" section of the questionnaire. Of the AHEA members who responded 1 in 2 was a member of CHEA. This confirms the concern of the national body for lack of wide provincial support. This lack of support handicaps CHEA in its efforts to influence public policy for the benefit of Home Economists and their clients. In addition it points out clearly the responsibility of career home economists to establish a frame of reference for the profession and to convey the same to new members of the profession.

Responses were fairly evenly divided amongst the larger branches. When the number of responses for the four smaller branches were added

together they came to approximately one third of the total responses. Thus the opinions of each branch were represented in a fairly uniform manner in the results. The majority of respondents had not progressed past the Bachelor's level of credit study in their career. It was interesting that one respondent stated that her training had been most useful in maintaining a home and raising a family and that as such she was satisfied that her training as a Home Economist had been put to good use. In fact home economics training has been useful in a wide variety of positions. However there has not been much demand or career opportunity for home economists to progress beyond a Bachelors degree. Limited opportunities in post-secondary education or in government managment presently appear to be the only career positions where a Masters or Doctorate degree would be utilized.

There was a fair representation in the responses of each of the training specializations of Home Economics. Clothing and Textiles was the specialization with the largest representation. A possible reason for this is that there is not a professional body that is established for only those with clothing and textiles backgrounds.

The largest proportion of the sample was in the age range 30-39. The sample was fairly evenly split between those older and those younger than 30-39. World statistics indicate an aging population and these data confirm those statistics. The low number of members in the younger age category may represent a failure of established Home Economists in encouraging new graduates to join the professional bodies. A possible explanation could also be the economy in which job

opportunities for new home economists are low. It is necessary for present professionals to instill a sense of professional pride in the graduates with resultant commitment to the profession.

The statistics indicated an aging professional membership; however the findings for years of job experience did not agree with this. Sixty-five per cent of respondents had less than 10 years of experience. A possible explanation for this is that the profession is female oriented. Many have moved in and out of the work environment, taking time to raise families and thus interrupting their working careers. This assumption is confirmed by the fact that 21 per cent of AHEA members are not working outside the home.

The responses to current work specialization confirms the sense that a Home Economics degree is versatile. Not only are specific subject matter skills acquired but skills which are transferrable are learned as well. Significant percentages of respondents had moved into work areas other than their initial training specializaion. They were applying their home economics skills and knowledge to a wide range of positions. Moving into non-traditional job areas represents considerable personal initiative on the part of individuals. However non-traditional the job may be, most respondents felt that their current position fell into either a teaching or consulting advising role. These two roles provide excellent opportunities for Home Economists to enhance the quality of daily living for the individuals and families whom they serve.

The profile of personal characteristics is completed by noting that Home Economists are relatively steady in maintaining the career positions that they do accept. The average number of positions held by a respondent was three.

EXPERIENCE - NEED

Several methods of analysis were applied to the data collected in the experience-need section of the questionnaire. An examination of the means for both experience and need of the subject area groupings enabled the development of a list of possible subject matter for CPE in the immediate future. The low means for experience did not generally correspond with the high means for need. This was confirmed by the Pearson correlation coeffficients. As experience increased so did need. This indicates that as Home Economists gain experience they also recognize the complexity of the knowledge areas they are now involved in. The means for need in subject matter groupings show that generally the Home Economists who replied to the survey felt that CPE was needed in the skills areas: delivery and communication skills, professional development skills, and management skills. The means of need for individual subject matter topics confirm this finding. The highest individual means of need were for leadership skills, management skills, using computers in management, and computers-application to Home Economics.

There was one exception to this general trend of need for skills and that was in the foods and nutrition knowledge area. Home Economists expressed need for more information in basic nutrition and

in vitamins and minerals research. Although most who replied to the survey had high experience levels in those topics they expressed a need for more information. This could come either from personal need or client need. Currently in the general population there is a keen interest on how nutrition contributes to an individuals' well being. That interest extends to a desire for knowledge on the role that vitamins and minerals play in the diet. More and more individuals who are not trained in nutrition are presenting claims for the role of mega-doses of various vitamins and minerals in the diet. Public knowledge of serious and credible research would be helpful in this area. New developments in research are rapidly changing the knowedge base. Home Economists could use the information to better advise their clients and at the same time meet personal goals of healthy lifestyles.

It may well be that the reason that subject matter knowledge did not rate near the top of the need scale is because updating is taken for granted by AHEA members. AHEA is conscientious in planning updates on a regular basis, members are conscious of the need to keep up to date on new developments and are conscientious in doing so. This most easily occurs in the Edmonton branch because of the proximity of the expertise in the Faculty of Home Economics.

CONTINUING PROFESSIONAL EDUCATION

The questions in the continuing professional education portion of the survey were asked in order that the researcher be able to suggest a framework for the delivery of continuing professional education in Alberta.

The questionnaire responses provide the outline of the individual preferences for CPE. The respondents prefer to have CPE programs as one-time one-topic meetings. The respondent is willing to drive from 25 to over 100 km to obtain such a program in the fall or winter months. A caution however is advisable, at least one third of respondents live in rural settings with attendant winter driving problems.

Most respondents are able to get time off from work and or are able to leave home to attend conferences. The respondents prefer conferences that are one or two days in length. Most frequently conferences adhere to the two day weekend format. Every few years a one day conference is held, usually in Red Deer. Approximately 60 per cent of respondents receive assistance from their employer with time off or money to support CPE programs. In addition that same per cent of respondents have access to employee provided programs.However that still leaves 40 percent of Home Economists who rely on the association to provide CPE programs and draw on their own individual resources to provide the funds and time. These individuals support CPE programs with their personal funds and often holiday time is used to attend

committee and the Faculty of Home Economics. The Faculty presently provides some CPE programs on an ad hoc informal basis. However as CPE becomes mandatory some change may be desirable in the Faculty's role.

Respondents did not require excessively long advance notice of a CPE program. In the case of a conference three months, and in the case of a local program, one to two months notice was preferred. They did indicate that they needed complete registration information at that time in order to plan for their attendance.

The patterns that respondents felt would be most beneficial are already in effect in many cases. Currently AHEA has an annual provincial conference. Generally AHEA's Professional Development Committee sponsors one travelling workshop per year. In addition some local branches offer a professional development workshop; for example, in Edmonton the University of Alberta Home Economics professors present the findings of the most up to date research with which they are involved. Also the Home Economics Faculty presents the E.L.Empey lectureship once a year. These efforts constitute a good base on which to build a CPE program framework.

The travelling workshop presents the same topic for each local branch. The E.L. Empey lectureship is presented in both Edmonton and Calgary. Local workshops present information that the particular branch feels would be most needed by their members. It is very difficult in a loosely coupled system like the profession of Home

conferences. This expenditure of time and money shows high dedication to the profession.

The results of frequency tests showed that home economists who were surveyed felt that a good deal of responsibility for CPE belonged with the AHEA professional development committee. In fact they felt that the committee should be most responsible in the areas of needs analysis and program planning. The AHEA committee received second highest ratings in program delivery, funding and program promotion. This is a considerable reponsibility for one committee. Respondents are indicating that some of the yearly membership fee should be allocated to continuing professional education. Presently AHEA sponsored programs are funded on a break even manner. Conferences are organized by a separate committee and generally it is hoped that the annual conference will generate some revenue to be put towards general association operation. There exists a formula for the use of conference revenues. A portion is allocated to short term projects, of which a CPE program might be an example.

Respondents said that funding for CPE programs was the responsibility of the individual with some support coming from the AHEA professional development committee and the individual AHEA branches.

In the program delivery area respondents divided the responsibility nearly equally between other professional associations (such as the ATA and ARDA), the AHEA professional development

Economics to meet all of the individual needs for CPE or indeed even to attempt to do so. The association has taken a good deal of responsibility mainly due to the dedication of invidividual members. However individuals, in addition must take some responsibility for the provision of their own continuing professional education. Comments made in conjunction with the question on responsibility for CPE made this clear. Because of the diversity of professional interests it is desirable for an individual to accept this responsibility. The dilemma of how to award CPE points for these activities then belongs to the association.

Funding is usually left to the individual. Costs of the travelling workshops are divided so that an individual Home Economist would pay an equal amount regardless of which part of the province she attended the workshop.

The Faculty of Home Economics has in place a Continuing Education Advisory Committee. Representatives from a variety of agencies and institutions sit on this committee. One person from each subject matter area from within the Faculty: Clothing and Textiles, Foods and Nutrition, and Family Studies are members. In addition, the Faculty's Administrative Professional Officer - Practicum Officer (a new position originating in 1984) serves on the committee. Other members include: a representative from AHEA's professional development committee, a member of the ATA Specialist Council, a member of ARDA, and the Branch Head of Alberta Agriculture's Home Economics Branch, a consultant from Alberta Education and a faculty member of secondary

education. The committee is facilitated by the Faculty of Extension. Thus all the major agencies which are either providers or potential providers of CPE within Alberta are represented on the committee. Presently this committee is primarily charged with co-ordination of CPE activities and with informal needs assessment tasks. Generally when a need is presented to the committee they attempt to channel it to the most appropriate agency. There are several concerns which arise in the operation of this committee. One is the provision of cost effective programs through the Faculty of Extension. Any programs offered by Extension must have a built in overhead cost. These costs can be minimized when one of the associations provide for the organization of CPE programs using volunteer labor. Another concern is that the Faculty of Home Economics had limited manpower to become involved in non-credit offerings. Credit offerings are also limited. Most credit offerings for working Home Economists would need to be offered either in the evening or in the summer. Current structures restrict the number of courses that may be offered in the summer. Evening credit courses have been offered within the Faculty but may be inappropriate or unaccessible. A third concern with this committee is its own general effectiveness. Currently this is a topic of consideration for those agencies who are members of this committee.

Respondents provided perceptions on the best method of receiving information about upcoming CPE programs. They indicated that a special mailing dealing with the upcoming program was the best way of getting information. A branch newsletter was the second most popular

way to receive this information. This indicates a problem of deadlines for both the branch newsletter and the AHEA newsletter. Planners of CPE programs will need to co-ordinate their efforts with newsletter deadlines in mind. Given the cost of keeping in touch with members it is imperative that this be done.

Comprehensive information in regard to housekeeping details are needed when CPE programs are advertised. Often what may seem like insignificant details are overlooked by planning committees. These details may not seem important to the organizers because they know them and take it for granted that it will be understood. However potential respondents do not often know these details. It is important to provide details well in advance to insure maximum registrations. A list of these details are contained in the questionnaire.

Summary

In this chapter the findings were discussed in relation to present practice. This was done in order to establish relationships which will be of use when drawing conclusions which will lead to a framework for the delivery of CPE programs for Home Economists in Alberta.

Chapter 5 will draw conclusions and make recommendations as a result of the examination of present practice in relation to respondents' preferences.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study assessed the continuing professional educational needs of AHEA members. A base of information was acquired which could be used for future planning of CPE programs and the development of a framework for delivery.

A questionnaire was developed to assess the perceived needs of AHEA members in relation to the following areas: subject matter needs, preferences for delivery including time frames, modes of learning, methods of receiving information about CPE courses, and attitudes towards CPE.

Questionnaires were mailed to 234 AHEA members, 152 usable questionnaires were returned. The returned coded questionnaires were entered on computer cards and processed. The resulting data were analyzed to determine preferences and perceived needs for CPE programs. Statistical treatment included frequencies and percentages. In addition chi-square tests were performed for significant differences. Correlational analysis and analysis of variance were used to deterime other significant relationships within the data base.

The majority of respondents had obtained a Bachelors degree. They had held an average of three career positions and were willing to undertake two CPE programs in a year. They were highly committed to the importance of CPE to them personally as well as to the profession. As well respondents felt that current CPE programs were only partly meeting their needs.

In response to the first research question, "What are the characteristics, personal and professional of Alberta Home Economics Association members?" the following profile developed. Half of the respondents are members of CHEA and as a result have access to the CHEA Journal, an important research publication. All training specializations were represented in the sample. Almost half of the respondents were in the age category 30-39. Forty per cent of respondents had between 5 and 10 years of experience. Of the 80 per cent of Home Economists who were employed, 60 per cent were employed, by an educational institution or a public agency. There was a significant representation of generalists (35 per cent). Respondents saw themselves as primarily employed in educational or consulting occupational areas.

The second research question dealt with the perceived experience and need in subject matter areas. The question was: "what are the perceptions of experience level and need for professional development in the various professional skill and knowledge areas?"

The data revealed that respondents felt a need for skills relevant to the effective discharge of their job responsibilities as opposed to actual subject matter knowledge related to the practice of the profession. The areas of skills were: management, professional development skills, and delivery and communication techniques. One subject matter knowledge area was an exception and that was the area of foods and nutrition. Data analysis showed that generally as experience increased need or desire for more knowledge increased as well.

The data in response to the third research question: "what are the preferences for continuing professional education arrangements?" revealed that respondents prefer one-evening one-session CPE programs. Conferences of either one or two days in length are preferred and most respondents do not have difficulty in attending these. Home Economists chose a hands-on-workshop as their most preferred mode of instruction. The least preferred modes were those which did not involve interaction with other Home Economists such as the lecture or correspondence course. Most respondents would be willing to attend two CPE programs per year. Approximately half of the respondents had employers who provided CPE programs or time off or funding to attend CPE programs. Eighty per cent of Home Economists who responded said that CPE was valuable to them and to the profession. Respondents preferred to have the complete information to facilitate registration in a CPE program from one to two months in advance of a local program and three months in advance of a conference. Those who replied felt

that a special mailing was the most efficient method of finding out about upcoming CPE programs.

The fourth research question asked "what are preceptions of current arrangements for continuing professional education"? Over half of the respondents replied that their needs were being partially met by current CPE programs offered in Alberta. The respondents were asked to comment on their perceptions of CPE and many did. The respondents indicated through their comments that the quality of any CPE programs must be high in order to warrant the expenditure of an individual's time and money. Respondents who live outside Edmonton were concerned that University of Alberta Home Economics Faculty programs be made available to those who could not travel to Edmonton. It was suggested in the comments that the knowledge content of CPE programs build on one another to increase skills or knowledge in one area. While respondents indicated that they would appreciate a wider variety of CPE programs being offered by the agencies they also felt that some responsibility for CPE belonged to the individual.

Respondents indicated a very active role for the AHEA professional development committee in response to the research question, "what are the perceptions regarding future responsibility for the components of CPE?" Respondents stated that the AHEA professional development committee should be most responsible for needs analysis, program planning and program delivery. They felt that the individual should be responsible for the cost of the CPE programs

they attend. Finally it was the respondents' perception that the local branches of AHEA should be most responsible for the promotion of CPE programs.

The sixth research question asked: "what are the relationships between personal and professional characteristics and perceptions of continuing professional education?" Cross-tabulation found that respondents were likely to join professional organizations which related to their area of training specialization and thus provided relevant CPE programs. This form of analysis also found that a significant number of respondents in two training specializations, clothing and textiles and family studies, were practicing as generalists. These findings confirm an expressed need for skills in other than home economics subject matter. The cross-tabulations also found that the majority of Home Economists in all age groups are primarily employed by either a public agency or an educational institution. The majority saw their employment role as either a teaching or a consulting advising role. Analysis found that a significant number of those who had obtained Bachelors degrees were employed in teaching or consulting positions. Significant numbers of those who had obtained a Masters degree were employed in management. These characteristics tend to confirm the perceptions of need for skill area subject matter CPE programs. There were some relationships between the branch of AHEA belonged to and the area of employment. The Calgary branch had significant numbers of respondents who were employed by a private company and who were self-employed. Finally

cross-tabulation identified that Edmonton Branch had significant numbers of those who had attained either a Masters or a Doctorate.

An analysis of variance also identified some relationships between personal characteristics and perceptions of experience and need. The need for CPE of those who had over 20 years experience was significantly lower than that of those who had less than 5 years experience. This same difference was noted between those who had between 16-20 years of experience and those who had less than 1 year of experience. A significant difference in experience was discovered and showed that those employed by a private company had less experience than those employed by a public agency. As well it was discovered that those employed by a private company had more experience than those employed by an educational institution. When analysis of variance was performed statistical relationships were found regarding overall need between those with a bachelors degree and those with a Masters or PhD degree. Those with only a Bachelors degree had a greater overall need for CPE than those with more advanced degrees.Finally there was a statistically significant relationship between the need of those 20-29 and those in the 50-59 category. The need of those 20-29 was much greater than that of those in the 50-59 age category.

CONCLUSIONS

The following conclusions were observed from this study:

1. Current CPE programs are only partly meeting the needs of AHEA

Home Economists and as such the number and range of CPE progams needs to be expanded.

2. Home Economists primarily need CPE in job related skills.

3. AHEA members are not pursuing advanced degrees and are relying on CPE programs to keep their subject matter current, they perceive a fairly strong need for updating in Home Economics subject matter.

4. Home Economists perceive a strong need for subject matter knowledge in the field of food and nutrition as it related to the daily well being of individuals and families.

5. The current design of AHEA programs as to number and scheduling is in accordance with the perceived need. Programs should be in the fall or winter and of one evening in length. The program should be intensive and should be within commuting distance of the individual Home Economists' home.

6. AHEA members have a very strong commitment to the value of CPE, both to themselves and to their profession. They are willing to attend at least two programs per year. They often attend because of their commitment to the profession and not because of the relevance of the individual CPE program to their work.

7. Home Economists feel that the AHEA professional development committee should have major responsibility for identifying needs, planning, and delivering CPE programs. They feel that funding should mainly be the responsibility of the individual and that program promotion should mainly be the responsibility of the local branch of AHEA. However members also feel that the AHEA professional development committee has a strong role to play in funding and program promotion. AHEA members feel that other professional organizations and the Faculty of Home Economics have a strong role to play in the delivery of CPE programs in addition to that of the professional devlopment committee.

8. Home Economists belonging to AHEA strongly prefer the delivery of CPE programs in the form of a hands-on-workshop. They prefer CPE programs which involve contact with other Home Economists.

9. AHEA members prefer to receive complete registration information for CPE programs one to two months in advance of the program.

10. AHEA members prefer a one or two day conference with registration information coming three months in advance

of the program.

IMPLICATIONS

The following implications arise as a result of the findings of the study:

1. CPE points should be based on two CPE programs per year. The subject matter content should be intensive.

2. The present AHEA professional development committee be expanded to include one corresponding member from each branch.

3. A needs assessment which includes very current trends and issues be conducted in the spring of each year in conjunction with AHEA membership renewal.

4. The contents of the needs assessment be established by the Faculty of Home Economics Continuing Education Advisory committee members in February of each year.

5. The results of the needs assessment be used by the AHEA professional development committee in conjunction with the Faculty of Home Economics Continuing Education Advisory Committee to plan the subject matter content of CPE programs for the following year.

6. That the effectiveness of the AHEA professional development committee be increased by the following:
   1) all CPE programs planned in local branches be planned with the knowledge of the results of the yearly needs assessment,
   2) that the AHEA professional development committee assist in planning the direction of local CPE programs for the coming year,
   3) that the AHEA professional development committee be aprised of plans for local programs.

7. The effectiveness of the Faculty of Home Economics Continuing Education Advisory Committee be increased by the following:
   1) that there be a two way flow of communication between the AHEA professional development committee and the Faculty Committee in regard to planning and delivery of CPE programs in Alberta,
   2) that the AHEA and local newsletters be informed of CPE offerings of all agencies so that notice of same may

be published
3) that the Faculty of Extension be utilized for special mailings to inform AHEA members of upcoming CPE programs.

8. That the Faculty of Home Economics, University of Alberta become more involved in the offering of CPE programs to professional Home Economists.

9. Programs delivered in local branches be oriented to the special needs of branch members.

10. That the conference offerings be an intensive CPE program each year. That the conference continue to be rotated in locations each year so as to make available province wide CPE in a particular location. That two CPE programs be offered in every local branch in which the conference is not held in in a particular year.

Recommendations for Further Study

This study provided some recommendations to facilitate the delivery of CPE in Alberta. As well some directions for specific subject topics of CPE programs were identified. Yearly needs assessment re subject matter topics should be done to determine anticipated trends and areas of concern which will affect AHEA members. A survey of AHEA members should be conducted approximately five years after compulsory CPE. If similiar in nature to this study the data could be used to make comparisions regarding both experience and need and attitudes towards continuing professional education.

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APPENDIX 1

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

April 29, 1985

Dear Fellow AHEA Member:

I need your assistance. Enclosed is a questionnaire dealing with the continuing professional education (CPE) needs of Alberta Home Economics Association members. I am attempting to determine the most important areas of interest-need for CPE programs. Through this survey I hope to learn your preference for the form of delivery of CPE within the individual branches of AHEA.

AHEA is looking forward to applying for registration under the proposed Professional and Occupational Associations Registration Act. It is anticipated that CPE programming will be a part of the regulations accompanying our registration.

Your assistance in completing this questionnaire serves two purposes: AHEA will be in a more informed position to meet your CPE needs, and you are helping me to complete my thesis research towards a masters in Educational Administration at the University of Alberta. The Historical and Educational Society of the Alberta Home Economics Association is sponsoring this research and the research is endorsed by AHEA. Please take a half hour of your time to help both the association and myself.

Responses to the questionnaire are both anonymous and confidential. I expect to report results of interest to the membership in an upcoming AHEA newsletter.

Please complete the questionnaire and return it to me in the enclosed, stamped, addressed envelope by May 20, 1985. Your time and co-operation are greatly appreciated and will be of benefit to all of within AHEA.

Sincerely,

Elinor Burwash

Elinor Burwash

APPENDIX 2

HOME ECONOMICS
CONTINUING PROFESSIONAL EDUCATION
NEEDS SURVEY

PERSONAL DATA

Please place a check mark in the appropriate space(s) for the following questions.

1. To which professional organizations do you currently belong ?

AHEA ____
CHEA ____
ATA ____
HEIB ____
ARDA ____
IFHE ____
ONE ____

2. Which branch of AHEA are you a member of?

1 ____ Peace River 3 ____ Lakeland 5 ____ Edmonton
2 ____ Red Deer 4 ____ Calgary 6 ____ Lethbridge

3. Which is the most advanced degree you hold?

1 ____ Bachelors 2 ____ Masters 3 ____ Doctorate

4. To which specialization was your training oriented? (Check one.)

1 ____ FDNU 3 ____ CLTX 5 ____ Family
2 ____ H.Ec. Educ. 4 ____ Dietitics 6 ____ Other(specify)

_____

5. Age category?

1 ____ 20-29 3 ____ 40-49 5 ____ 60-65
2 ____ 30-39 4 ____ 50-59 6 ____ over 65

6. Total years of job experience to June 1985 as a professional Home Economist?

1 ____ less than one year 4 ____ 11-15 years
2 ____ 1-4 years 5 ____ 16-20 years
3 ____ 5-10 years 6 ____ over 20 years

7. Title of the position you now hold?

_____

8. Which category best describes your current employment status? (Check one.)

1 ____ not working outside the home 5 ____ private company
2 ____ self-employed 6 ____ retired
3 ____ educational institution
4 ____ other public agency (gov't, hosp, etc..)

9. In what specialized area does your current work concentrate? (Check one.)

1 ____ FDNU	3 ____ CLTX	5 ____ Family
2 ____ H.Ec. Educ.	4 ____ Dietitics	6 ____ General

10. Primary employment function? (Check one)

1 ____ management-supervisory	4 ____ consulting, advising, liaising
2 ____ sales	5 ____ other (specify)
3 ____ teaching	_____

11. How many positions have you held in the work force since graduation as a Home Economist? _____

SELF ASSESSMENT

Questions 12 and 13 deal with skills and knowledge. In the columns on the left headed EXPERIENCE indicate your level of experience in the skill or knowledge area listed. Please respond to the complete list indicating experience level, then go back to the beginning of questions 12 and 13 and respond to your level of need for professional development in each of the skill and knowledge areas. Place the number in the blank that corresponds to the level you wish to indicate.

Experience	Need
4) very experienced	4) very strong
3) some experience	3) strong
2) little experience	2) moderate
1) no experience	1) no need

12. SKILLS

EXPERIENCE		NEED
	Delivery and Communication Techniques	
____	1 adult education skills	1 ____
____	2 advertising techniques	2 ____
____	3 assertiveness skills	3 ____
____	4 needs assessment-analysis	4 ____
____	5 public relations skills	5 ____
____	6 public speaking skills	6 ____
____	7 writing for publication	7 ____
	Professional Development Skills	
____	8 proposal development	8 ____
____	9 research management	9 ____
____	10 project management	10 ____
____	11 data analysis	11 ____
____	12 preparing research reviews	12 ____

EXPERIENCE		NEED	
Management			
____	13 budgeting-cost control	13	____
____	14 establishing productive relationships with colleagues	14	____
____	15 group dynamics	15	____
____	16 leadership skills	16	____
____	17 management skills	17	____
____	18 motivating employees	18	____
____	19 organizing skills	19	____
____	20 performance appraising	20	____
____	21 principles of decision making	21	____
____	22 supervisory skills	22	____
____	23 using computers in management	23	____

13. KNOWLEDGE

General			
____	24 community development	24	____
____	25 computers-application to Home Economics	25	____
____	26 Home Economics as a profession	26	____
____	27 philosophy of Home Economics	27	____
____	28 women's issues	28	____
Family Management and Economics			
____	29 consumer credit	29	____
____	30 consumer education	30	____
____	31 estates, wills, trusts, insurance	31	____
____	32 family accounting/bookkeeping	32	____
____	33 financial counselling	33	____
____	34 financial planning techniques	34	____
____	35 new developments in home management	35	____
____	36 product information and safety	36	____
____	37 retirement planning - adjustment	37	____
____	38 banking and corporate finance	38	____
Human Development			
____	39 adolescent behaviour	39	____
____	40 adult development and aging	40	____
____	41 child development	41	____
____	42 communication - family	42	____
____	43 coping with loss - divorce/death	43	____
____	44 family counselling	44	____
____	45 sexuality and sex education	45	____
____	46 family violence	46	____
____	47 interpersonal relationships	47	____
____	48 mental health	48	____
____	49 one parent/blended families	49	____
____	50 parenting education	50	____

Experience
4) very experienced
3) some experience
2) little experience
1) no experience

Need
4) very strong
3) strong
2) moderate
1) no need

EXPERIENCE		NEED
Housing		
____	51 consumer energy conservation	51 ____
____	52 furniture purchase	52 ____
____	53 home design	53 ____
____	54 home purchase	54 ____
____	55 low income housing	55 ____
____	56 housing for the handicapped	56 ____
____	57 housing maintenance	57 ____
____	58 housing renovation	58 ____
____	59 housing/shelter alternatives	59 ____
____	60 housing for the elderly	60 ____
____	61 interior design basics	61 ____
____	62 trends in home furnishings	62 ____
Foods & Nutrition		
____	63 additives	63 ____
____	64 basic nutrition	64 ____
____	65 diets	65 ____
____	66 food faddism	66 ____
____	67 food preservation	67 ____
____	68 foods for the elderly	68 ____
____	69 gourmet foods/preparation	69 ____
____	70 meal planning	70 ____
____	71 new foods and food products	71 ____
____	72 new techniques in food preparation	72 ____
____	73 new trends in food consumption	73 ____
____	74 nutrition - adolescent	74 ____
____	75 nutrition - aging	75 ____
____	76 nutrition - athlete	76 ____
____	77 nutrition - female	77 ____
____	78 nutrition - infant	78 ____
____	79 nutrition - male	79 ____
____	80 nutrition - prenatal and lactation	80 ____
____	81 politics of food, domestic and world wide	81 ____
____	82 socioeconomic influences in food behaviour	82 ____
____	83 the food consumer in the marketplace	83 ____
____	84 trends in food marketing & purchasing	84 ____
____	85 trends in food preparation	85 ____
____	86 use of new appliances in food preparation	86 ____
____	87 vitamins and minerals research	87 ____

EXPERIENCE		NEED
Clothing & Textiles		
____	88 clothing construction innovations	88 ____
____	89 clothing selection	89 ____
____	90 family clothing budgeting	90 ____
____	91 new developments in textiles for homes	91 ____
____	92 new textile products	92 ____
____	93 pattern alteration	93 ____
____	94 pattern design	94 ____
____	95 protective clothing	95 ____
____	96 sewing for profit	96 ____
____	97 textile arts and crafts	97 ____

List any other topics you would like to see developed as a CPE program to assist you in the execution of your current position.

_____

CONTINUING PROFESSIONAL EDUCATION INFORMATION

Please place a check mark in the appropriate column for the following questions.

14. Given your career/home situation, when would you prefer to attend CPE programs? (Check your first preference only.)
    1 ____ day 2 ____ evening 3 ____ weekends

15. Which type of CPE program would you prefer? (Check one.)
    1 ____ one meeting 2 ____ a series of meetings

16. What time of the year would you most prefer to attend CPE programs? (Check one.)
    1 ____ fall 3 ____ spring
    2 ____ summer 4 ____ winter

17. What is the maximum one-way distance you would travel to attend a CPE program and still consider the location of the program to be within reasonable commuting distance?
    1 ____ 10 km 3 ____ 50 km 5 ____ over 100 km(specify)
    2 ____ 25 km 4 ____ 100 km _____

18. If you were to participate in a CPE series to be held within commuting distance, according to which schedule would you prefer that the meetings be held? (Check one.)
    1 ____ consecutive days/evenings 3 ____ every second week
    2 ____ weekly 4 ____ monthly

19. If you were to participate in a CPE conference what is your preference for length of program? (Check one.)
1 ____ one day 2 ____ two days 3 ____ 3-5 days

20. How easy is it to attend conferences away from work?
1 ____ very easy 2 ____ reasonably easy 3 ____ difficult

21. How easy is it to attend conferences away from home?
1 ____ very easy 2 ____ reasonably easy 3 ____ difficult

22. Indicate your preference for each of the following modes of instruction by placing one of the following numbers in the appropriate blank.
3) high preference
2) medium preference
1) low preference

lecture ____ 1
tele-lecture ____ 2
hands on workshop ____ 3
conference ____ 4
journal readings ____ 5
site visit/field trip ____ 6
a series of readings ____ 7
seminar discussion ____ 8
internship ____ 9
computer assisted instruction ____ 10
corrrespondence course ____ 11
self-directed study ____ 12
audio/video tapes ____ 13

23. From the list of instructional modes above indicate the number of your most preferred mode? _____

24. Your least preferred mode? _____

25. Excluding University credit course work how many CPE programs did you attend last year?
1 ____ none 3 ____ two 5 ____ four
2 ____ one 4 ____ three 6 ____ more than four

26. Ideally, how many CPE programs would like to attend annually?
1 ____ none 3 ____ two 5 ____ four
2 ____ one 4 ____ three 6 ____ more than four

27. If employed does your employer support CPE programs with time off?
1 ____ Yes 2 ____ No

28. If employed does your employer support CPE programs with funding?
1 ____ Yes 2 ____ No

29. Does your employer provide CPE programs related to Home Economics?
1 ____ Yes 2 ____ No

30. What is your personal disposition towards CPE?
1 ____ essential to my status 3 ____ of little value to my status
2 ____ valuable to my status 4 ____ of no value to my status

31 What is your personal reaction to mandatory CPE?
1 ____ essential to the profession
2 ____ valuable to the profession
3 ____ of little value to the profession
4 ____ of no value to the profession

32. Which of the following listed groups do you feel should have major responsibility for the tasks listed on the left. Please indicate for each,
3) very responsible
2) some responsibility
1) no responsibility

	AHEA branch	AHEA Prof.Dev. Comm	Fac. of H.Ec.	Other
Needs analysis				
Prog. Planning				
Prog. delivery				
Funding				
Prog. promotion				

33. Rate the effectiveness of each of the following for informing you about Home Economics CPE opportunities. Place the appropriate number in the space beside each option.
3) very effective
2) moderately effective
1) not at all effective

branch newsletter ____
AHEA newsletter ____
special mailing ____
yearly calendar ____
friend/colleague ____
other (specify) ____

34. Ideally what information do you need to plan to attend a CPE program? Check all that are applicable.

date	____
location	____
parking	____
time	____
room no.	____
agenda	____
length of program	____
cost	____
accomodation	____
registration deadlines	____
pre-study	____
no. expected participants	____
materials	____
CPE points	____

35. How long in advance of a provincial conference do you require the above information?

1 ____	1 month	3 ____	3 months	5 ____	9 months
2 ____	2 months	4 ____	6 months	6 ____	1 year

36. How long in advance of a local branch program do you require the above information?

1 ____	1 month	3 ____	3 months	5 ____	9 months
2 ____	2 months	4 ____	6 months	6 ____	1 year

37. Do you feel that current Alberta CPE programs in Home Economics are meeting your needs?

1 ____ Yes 2 ____ Partly 3 ____ No.

Comment _____

_____

_____

Any further comments you might wish to make would be appreciated.

_____

_____

_____

_____

APPENDIX 3

COMMENTS FROM NEEDS ASSESSMENT

The following comments were made by individual respondents in response to various questions on the needs assessment. They are reported according to the question in which they were in response to.

#4 Twenty-one individuals checked the other category. They specified the following areas: administration, home management, housing and design, child development, extension, and related art.

#7 In response to employment area the following comments were received:

- not employed as a professional Home Economist
- manager hog operation
- realtor
- health educator
- child development specialist
- director, further education
- promotion co-ordinator
- farm wife
- bakery supervisor
- co-ordinator, public legal education

- retired, red cross volunteer
- aerobics instructor
- retail management
- marketing and promotion director
- business owner
- I do not work as a professional Home Economist
- self-employed and homemaker
- wife and homemaker
- unemployed
- consultant
- bookkeeper and secretary for law firm
- instructor - fashion merchandising
- food writer
- consumer education
- media production assistant
- family counsellor
- even though I have a Home Economics degree, I was not hired as a Home Economist or because of my degree

#12 & 13 Subject areas that individual respondents thought should be added to the list of subject areas:

- counselling skills
- faster factory sewing methods
- tours of factories in Alberta which produce garments
- stress management (elementary and advanced)
- integration of children and families with support services eg day

care, homemakers, nannies

-general successful - person oriented programs ("I believe that would be helpful with our image problem.")

- refreshers and updates always needed and appreciated
- H.Ec. in rural development
- transfer of technology across cultures
- H.Ec. programs for the handicapped
- small business opportunities ie start up, management etc.
- there seems to be so much more to learn
- H.Ec. concepts as they relate to native people
- nutrition - preschooler
- clothing for the handicapped
- marketing oneself as a Home Economist
- efficiency and time management
- hydroponics for the home gardener
- passive/active solar renovations to existing homes
- historic textiles, cross-cultural textiles, clothing for special needs, clothing therapy, textile conservation
- suggested year plans for H.Ec. teacher
- curriculum re specific content ideas
- communications, marketing and leadership are my current interests.
- community development that supports and educates for positive physical and mental health
- marketing crafts (textiles)
- most Home Economists are educators, they need delivery methods updating rather than content updating

- clothing for special needs
- adaptation of new technology to subject matter specialization
- clothing for special needs
- aesthetics
- socio cultural aspects of CLTX cultural identity, historical resource management
-H.Ec. in a small business -- starting,opportunities, marketing, financing

(Several individuals indicated that their responses to "need" were more related to interest rather than "need".)

#16 Re type of programs - "it doesn't matter if it's a good program."

#31 Re mandatory CPE. "I find this very difficult to answer." "While I feel very strongly about the value of CPE I don't think anything mandatory works." "When registration does arrive I hope updating and CPE can be done on a choice of basis rather than a mandatory basis of any one program or topic."

- "if available to those outside Edmonton"
- "against compulsory anything in this regard"
- "CPE is essential but on a voluntary basis"

#32 In response to the "other" category.

- ATA and school boards (11), delivery
- employer (29), delivery, needs assessment
- program delivery - other educational institutions (2)

- funding - individual member (15)
- specialist councils (15) needs analysis, promotion, delivery,
- private employers , needs assessment
- CHEA - promotion
- private professionals , program delivery
- related organizations ie Faculty of Extension, program promotion

Comments relating to CPE.

- "You seem to assume CPE related specifically to Home Economics." "I am not employed as a Home Economist, although Home Economics remains a high interest, it is more related to avocation than vocation."
"Feminist issues are of high interest."
- "I feel that once we know the number of CPE points we need in a year we will be able to determine if there are enough programs available to meet those required number of points."
- "The provincial conference is a good idea but the distance to go is often too great for me to go."
-" Due to location I need good advance notification, this year missed all meetings due to last minute changes made by local.
- "More programs available in Calgary."
- "So far the CPE programs have had nothing to do with my work area - of general personal interest only."
- "There are not that many CPE programs to choose from."
- "CPE programs - insufficient in number and variety."
- "Ideally I would like to be aware of what "courses" will be available for the upcoming year."

- "I would like to see some really concentrated information conveyed at the sessions, so that if a great deal of time and expense is involved we go away feeling the expense is warranted (whether it is our money as individuals or our employers, government etc."
- "Select-a-sessions might be a plus especially at conferences where a wide range of topics are more likely available."
- "I am not being informed about CPE opportunities."
- "I am extremely interested in attending CPE programs."
- "CPE programs are available - but I haven´t taken advantage of them -, my fault."
- "This year´s program on nutritional needs of women was excellent." "The three hour lecture at night was only a little inconvenient for the 100 km drive home, but I would do it again and again (2 or 3 times a year)."
-"CPE - I haven´t been to any - I´m just getting involved now."
- "My family responsiblities do not permit me to travel far from home, I need an opportunity to participate from home."
- "All CPE programmes must not require travel to U. of A., some provision must be made for those of us in areas some distance away."
- "If I could attend all that I like then I feel that there are enough CPE programs in Alta.."
- "Travelling workshops by well known speakers (as CPE topics)."
- "I favor special mailings to inform me about CPE because they are eye-catching and contain all necessary details."
-"The longer the advance notice the easier it is to plan and fit CPE programs into schedules."

- "I´m tired of conferences in H.Ec. that won´t use subject matter in H.Ec. as topics." "Women´s issues are fine but that isn´t what I expect from my professional association." "All Home Economists should be interested in all Home Economics subject matter, it´s inter-related."

- "Programs must contain advanced knowledge, be well presented and up beat, my time is valuable and limited."

"Those CPE programs advertised seem to be aimed at foods or clothing, very limited".

"CPE opportunities have greatly increased in the past few years. Perhaps a few more course credit opportunities are needed for employed professionals in rural areas."

- "More networking, exchange of complimentary skills and an employment and skills directory would certainly be helpful."

- "It is difficult for the programs to meet all needs for everyone."

"The CPE programs do not build on previous programs ... to allow a more in-depth study."

- "I would look forward to more extensive opportunities to attend short programs, and would greatly value home study courses in Lethbridge."

- "I do not expect AHEA to meet all my CPE needs." "I belong to many other organizations that offer a variety of services designed to meet special needs."

- "My needs for CPE are varied right now and a lot of my emphasis is on my family not my profession."

- "The CPE programs need to be on current issues and concerns, with

current research, not information that has been around for years."

- "The CPE programs provide a fair bit of general information which is useful." "I have very specific and specialized information needs which I believe I will have to acquire on my own, as the general membership is not likely interested in these particular topics." "My career is not a traditional Home Economics career and therefore I do not expect the association to completely fulfill my CPE needs - it will never do that." "I am interested in maintaining contact with the profession; the changes and the social issues it is involved in."

-"Very few programs are geared for the human development area, therefore I go elsewhere."

- "Even though I have not yet worked in the Home Economics field I have been building my skills through volunteer work and continuing education." "Right now I need up-to-date courses to help me acquire work, not interest programs ie pornography (even though it is a vital issue to be knowledgeable about)."

- "My needs are general, administrative, communications etc.."

- "Although my job uses many skills obtained from Home Economics training it is not directly related in a traditional sense and therefore many CPE programs would only pertain indirectly to my job."

- "A number of years ago I attended an update seminar Friday night and Saturday." "This seminar gave us the latest information in nutrition, food studies, and clothing and textiles." "I thought it was excellent."

- "I would really appreciate updating courses to facilitate a return to the work force after an absence to raise a family."

- "CPE, not enough locally."
- "As my need for CPE becomes more specific I have had to look at other sources for the programs."
- "I have difficulty attending programs on weekends or week nights." "It would be easier for me to take time off work to attend CPE conferences."
- "To date CPE programs have had limited lead time between advertisement and actual date." "A yearly calendar would really help."
- "I do hope that AHEA takes more of a role in providing these CPE type programs." "The extra education/updating is very valuable."
- "My own professional education to date has been solely involved with the other half of my job."
- "Alberta Agriculture provides me with excellent in-service training, at no cost to me personally. However there are times when a different perspective or different participants are valuable."
- "CPE - not enough advanced level specialized sessions."
- "Since I am close to retirement my needs are perceived as quite low in many areas - yet I intend to remain active in retirement."
- "I would not expect local/provincial programs to entirely meet my needs - especially at my level (Ph.D.)."
- "Many of the programs/conferences offered are related to specific fields." "I require general information in nutrition related a lot of time to management duties, many of the CPE courses are of no real value to myself."
- "I would like to see a wider variety of CPE topics."

- "It's been my own lack of enthusiasm and commitment which makes me falter in the area of CPE."
- "I find it hard to take my spare time to attend conferences etc., very few have held an interest for me."
- "The information in CPE programs is often useful in my private life. In the future I hope to use it in the work place."
- "My working situation does not allow for a lot of participation in Faculty of Home Economics courses." "CPE through branch has been good and I would participate eagerly in more."
- "Most CPE events were not advertised effectively and most were all on the same evening therefore some one attending classes that evening was never able to attend."
- "Not knowing the content of current courses fully it is hard to judge area needs, but I feel strongly that there is a need for continuing education because it is only when you begin working that you realize what some of your needs are, plus there is a great growth of new information, also personal contacts during conferences are of great help."
- "No human development courses are available."
- "Travel in the north means a huge time commitment." "Would strongly support home study alternatives - correspondence, reading packages etc.."
- "In my case, my personal tendency would be to opt for CPE programs of interest for example I would never of my own volition take a clothing course, should this self limiting factor affect the areas in which I am legitimately employable?" "Who decides?" "As a practicing

home economist I have high levels of competence in some areas and very outdated information in other areas." "Who protects the public against my weak spots?" "Should I be required to update in all areas of Home Economics?" "Who decides?"

- "One session CPE programs are preferable to me because of personal factors and family commitments."
- "Although CPE in the area of social action is important I think more focus on issues directly related to the workplace and subject update is essential if members are to be able to justify the fees to themselves and feel a tangible benefit of membership." "Also the importance of remaining current in subject area must be stressed to members if we are to maintain a reputation of reliability."
- "Local branch programs are offered mostly on a week-night." "I can't travel that far except on weekends."
- "Most CPE programs are too far away therefore difficult to get to."
- "I am very pleased to hear that CPE will be more frequently presented in the rural areas." "It is essential to be current and aware of the new trends.
- "CPE - a problem of distance."
- "CPE programs where Home Economics and non Home Economics topics are integrated such as farm management should receive CPE points." "I would think similiar examples might exist with others."

General Comments

- "Travel is a major concern from mid-October to April."
- "For single parents a list of qualified and certified private and

group babysitters might be valuable if they are placed in a position of bringing children with them especially for conferences."

- "First step would be to establish professional status in AHEA as a condition of employment."

- "Negotiations with employer re CPE for continued employment are needed to clarify a Home Economists professional status in AHEA and employment status."

- "Needs assessment was difficult to answer because of my homemaker status." "I don't plan to work professonally in the field for a few more years and it's hard to determine which area of Home Economics I would choose."

- "Most of my life I was a homemaker." "I feel that my Home Economics training helped me in raising a family and feeling satisfied with the end result."

- "Conferences were too costly and time consuming." "One evening or one day workshops would be better and less expensive."